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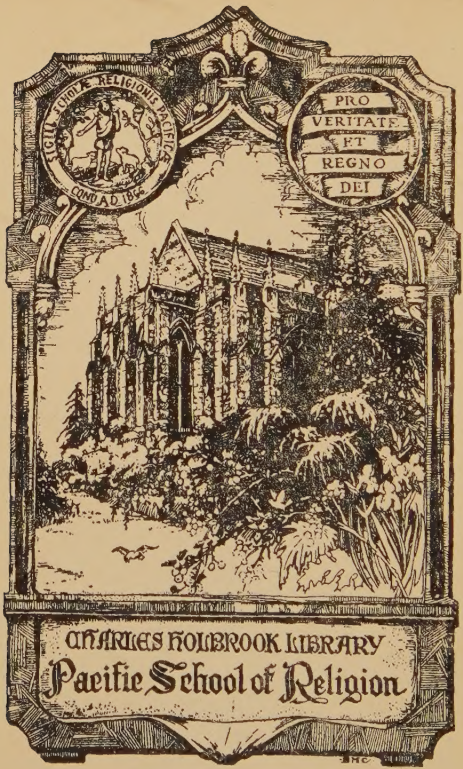

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PACIFIC SCHOOL
OF RELIGION

A Bible-school Vision

BY

P. H. WELSHIMER

Minister and superintendent of the largest Sunday-school in Ohio, and teacher of possibly the largest adult Bible class in the world. His school enrolls over 2,600, and his adult Bible class has nearly 1,100 in it.

FOR USE IN

TEACHER-TRAINING CLASSES, SUPERINTENDENTS' TRAINING-CLASSES, SUNDAY-SCHOOL LIBRARIES, WORKERS' LIBRARIES, CONVENTIONS, CHAUTAUQUAS, ETC., AND FOR GENERAL MEETINGS

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PREFACE

It is an unusual opportunity to be able to present to the Bible-school world a book by that prince of Bible-school leaders, P. H. Welshimer. Bro. Welshimer is both a minister and a superintendent. He has led in the building of his church from a membership of 200 to over 2,000, and has been the moving spirit in building the school from 150 to over 2,600. His school is not only the largest in Ohio, but one of the largest in the world. It is thoroughly graded and is a real manifestation of a front-line Bible school. Definite work is required in each year and in each department from the beginners on through to the adults. As the real success of a school is measured by the number of souls won to Christ and trained in Christian service, we are glad to say that from Bro. Welshimer's own school in seven years over 1,700 people have accepted Christ.

We trust our readers will have the privilege of visiting this Canton school some Sunday. An average of nearly a score of people from all parts of the world visit it weekly.

Since this is as near a model school as can be found in the world to-day, and since the author of this book has been in intimate touch with every department of the work during the time it has grown from 150 to 2,600, he is, therefore, the natural one to give others "A BIBLE-SCHOOL VISION." While this book is planned for general reading, it is also suitable for use in teacher-training classes, superintendent-training classes, conventions, etc.

The round-table questions at the close of each lesson make it a book that can easily be used in the classroom, in conventions, round tables, and in training-schools. The questions and answers in the back of the book enable the class to be divided on the plan of the old-fashioned spelling-bee, while the teacher fires rapidly the various questions. This book goes forth with the belief that it will give many persons in many places *a Bible-school vision*, and enable them through the plans suggested to *realize* that vision.

HERBERT MONINGER.

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PACIFIC SCHOOL
OF RELIGION

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A BIBLE-SCHOOL VISION

CHAPTER I.

A BIBLE-SCHOOL VISION

"Where there is no vision, the people perish." Many a man occupies an inferior place in the world to-day because he has no vision. Many a church is losing ground yearly for want of a vision. There are Bible schools with but little life, slow in action, cold, uninviting, which could be a power for good if they had a vision. When once the church sees the possibilities of the Bible school, and goes to work with consecrated business sense, we may rightfully expect to see the knowledge of Christ cover the earth, as "the waters cover the sea."

I. A Superlative Vision.

Don't be satisfied with an ordinary school, or with one that is a little better than your neighboring school. Set your standard high. Aim to make yours a model school. "Not failure, but low aim, is crime." Keep before your school the motto, "*What Others Have Done We Can Do.*"

Make it the *best* in point of numbers. Work for a large attendance. Don't stop until you have

reached the last person. Excel in efficiency. Have the best equipment your circumstances will permit. Train your teachers. Have a teachers' meeting. Keep your school in touch with the Bible-school world. Keep posted. Hold continually before the school the success of others, and inspire your pupils with a desire to do the extraordinary. It is not sufficient to merely tell what others have done, but, if possible, tell how they have done it; give examples of difficulties overcome, of hard things done. Impress upon the school the fact that human nature is about the same everywhere.

II. A Far-reaching Vision.

The vision should be one of all ages in the school. The day is no longer here when only women and children attend. *"The Bible school is the teaching service of the church, to win souls to Christ, and to train them in Christian service."* It should reach every one, from the babe in the cradle to the old pilgrim standing where the last shadows fall. The Bible school's hardest proposition heretofore has been to hold the boy and reach the man. If you want to hold the boy, build a wall of men around him. Nothing else draws a crowd of boys like a crowd of men; they will beat a brass band any time. To reach and hold the men, we must dignify the school. Make it a service worthy of a man's time. Be punctual; do things with dispatch; don't play; be in earnest; be friendly; have men doing things in the school. In every school the official board of the church should be regular attendants. This gives it prestige, and lifts it from

the place of a mere kindergarten. The work done by John Wanamaker, of Philadelphia; Frank L. Brown, of Brooklyn, and other business men who have become conspicuous in the Bible-school world, has done much to inspire men to become active in this, the *best* work in the world.

III. A Teaching Vision.

No other department of the church furnishes so good an opportunity to teach the Book. In the pulpit, the minister does not do much teaching. His message there will inspire his hearer to feel and to do. But in the Bible school, the teacher teaches. Graded lessons, graded classes and teachers who strive to be specialists make it possible to teach in no uncertain manner.

IV. An Evangelistic Vision.

We teach to win humanity to Christ. Seventy-five per cent. of all in our churches come from the Bible school. Many of the other 25 per cent. were once taught in a school, and in after years the teaching of other days comes like "the pattering of memories on the roof which the years have built around their heads."

The time to win persons to Christ is in the days of youth. A magnet held before a handful of bright tacks will attract them; when held before a bunch of old, rusty nails, only occasionally will one move. So Christ will draw the young. When men have formed their habits and made their place in the world, it is difficult to get them to consider the claims of Christ. If we want the church of tomorrow to have the strong men and women in it,

we must reach them to-day while they are our boys and girls. The place to reach them is in the Bible school. This is the new evangelism. It is sane; it is logical.

V. A Service Vision.

The Bible school is not only a field to be reaped for Christ, but when won it becomes a mighty force to be used. No other department of the church can so well organize *all* its members for service. The teachers become assistant pastors; the pupils are soul-winners. Here *every one* can be given something definite to do. There are new pupils to be called upon, absentees to be looked after, the sick to be visited, the despondent encouraged, and those out of the kingdom brought to Christ. Here, too, is the enthusiastic host. There being a part for every one, every one can become interested. Hence the school which is well cared for becomes a veritable beehive of industry. Such build the churches. The greatest churches in America had their origin in the Bible school.

When Nehemiah rebuilded the walls around Jerusalem,. the record says the walls went up because "the people had a mind to work." Work is one of God's laws. We often read of great churches and great Bible schools, and we think God has been dealing more kindly with them than with us. It would seem, from the results obtained, that everything came by the asking for it. But go over to that church or school and watch it, not merely an hour on Lord's Day, but watch its minister, superintendent, teachers and pupils through an entire

week; you may find good methods, a splendidly equipped building, trained teachers and excellent music, but if that be a successful school, you will also find its people *working* seven days in the week. Its spirit will be *work, work, work.*

Building and maintaining a school is no child's play. It is a business, and calls for the brain, tact, perseverance and faithful continuance of the best people of the church. Don't expect the people to rush in and fill the building because the doors have been opened, and the bell rung, or because *you* are the superintendent or a teacher. Learn to do the hard things, exercising patience. In one school, a teacher called on a pupil fifty-six times before she became a faithful attendant. An Ohio superintendent who was a busy clerk in a store, and had only an hour at morning, noon and night, spent thirty minutes at his meals, and the other thirty of each hour on his bicycle calling on absentees, the sick, the hopefuls and the disgruntled. He built up a school from two hundred to an average attendance of seven hundred. This is doing some of the *hard* things. A bank president in Pittsburg was recently asked by a reporter to tell him how he climbed from errand boy to president. He replied, "*I did the hard things first.*" So we build and maintain our successful schools by doing the *hard* things.

Blackboard Work

I. A Super. Vis. III. A Tea. Vis.
II. A Far-Rea. Vis. IV. An Evan. Vis.
V. A Ser. Vis.

CHAPTER II.

THE RELATION OF THE MINISTER TO THE SCHOOL

Jas. A. Garfield said, "The university is a log with Mark Hopkins on one end, and the pupil on the other." In this statement, Mr. Garfield emphasized the fact that men are of more value in teaching than are buildings or methods. In the Bible-school work we can not lay too much stress upon the value of the individuals who lead and teach. It takes more than buildings and books and methods and music to make the school. In this chapter we want to consider the individual who should be the leader in every school.

I. His Preparation.

1. In College.—In addition to training for ministerial duties and pulpit work, which a minister receives in college and seminary, these institutions of learning should have a chair which shall more fully equip a minister for Bible-school work. Here methods should be taught, and lectures by successful Sunday-school men should be given. Bible-school ideals should be placed before him, and when he takes up his ministry, he should go to his work with the thought that he is as much a Bible-school man as a pulpit man. The day will come when educational institutions will see the value of such training; some see it now, and are giving such training to-day.

2. Through Books.—The minister can equip himself in his work to-day by studying the best Bible-school books published, of which there are many of a high character.

3. Through the Study of Bible Schools and Bible-school Men.—A minister should put himself in touch with the best Bible schools and with the best Bible-school men, and then seek to adapt and put into practice the best plans and methods that have been proven by others. After having used what others have found helpful, the minister will then be able to originate plans. He will learn to do by doing.

II. His Qualifications.

There was a time when the minister felt that his chief duties were to preach on Lord's Days, call on the sick, attend the prayer-meeting, and be entertained in the homes of his people. That was the day when Bible-school work was in its infancy. Many a minister has considered the work of the Bible school below his notice. It has been the place for a few pious old men and the women and the children. A few ministers—not many—so consider it to-day. Occasionally a minister is found whose entire relationship to the school consists in dropping in ten minutes before dismissal, "and smiling upon the school." But the preacher who does the greatest work, and whose influence will count in the teaching of the Word and the building of character—who will have a great school to be used as a field to be reaped, then as a force to be worked—will need to give that school something else besides smiles. Every organization that moves

must have behind it a moving spirit. The preacher is the recognized leader in the work of his local congregation. If he does not treat the school as an institution upon which to bestow smiles, but as a great active force with which he is to work, he will give unto it dignity, help shape its policies, and will be enabled to lead the men of his church into a field of action that yields the greatest harvest of any department of the church in the world to-day.

1. Overseer.—Inasmuch as the Bible school is the place to win an individual to Christ and to train him for Christian service, it is to be expected that no other man should be more deeply interested in this work than the preacher; that, too, is his mission in life. He may not be superintendent of the school, but, nevertheless, should be overseer, and should confer with the superintendent and cabinet officers, concerning the teaching, the teachers, the methods, etc. None should be better prepared for his place in the school than the minister of God's word.

2. Superintendent.—Shall he be superintendent? Yes and no. Much depends; there are cases where it is best for the minister to be superintendent, if by so doing he can train workers for better service, have a better organized school, see that details are cared for, has more time to give to the work of the school, and can have assistants and department superintendents under him. If by his superintending he can give the school thoroughness, vim, vigor, and cause the work to be done with dispatch, and

thus add greatly to its efficiency, and build it up in numbers, let him be at the helm. The thing to be considered always is the greatest good to the greatest number. The school should not be handicapped simply because there is a desire to develop one man to be an efficient leader.

While the minister is acting as superintendent, he may be only a general superintendent to have charge of the school management, and may have other superintendents under him who will help in training, and have charge of the platform work. In many large schools it becomes difficult to find capable men who have time to give to overseeing the many details of the organization. These must be looked after—not by one man, but by many—and it takes one man's time to lay out the work, and see that the many execute the plans. If the minister can best do this, let him do it.

3. Teacher.—Shall he be a teacher? Yes, if he is physically able to stand the arduous strain of filling his pupit acceptably and teaching a class the same day. He should teach because he is prepared to teach. By virtue of the fact that he teaches in the school, he gives to the school dignity, and helps to lift it to a high plane where it is not looked upon as child's play. In teaching he finds opportunity to do his best work. Here he can preach his best sermons to an interested audience. It is hand-to-hand work. In the pulpit he may be far removed from his audience; in the Sunday-school class, never. Teaching becomes personal work. It is easier for an active, wide-awake, sympathetic min-

ister to build up a great Bible-school class than it is to build up a great preaching audience, and it is easier to lead the men and women from that Bible class into the church than it is to lead those to Christ who attend the preaching services, but neglect the Bible school. If the minister's mission is to preach the gospel that he may win men and women to Christ, then let him do his work where the opportunities are greatest for soul-saving.

The churches to-day that are having the largest Bible classes, and the greatest number of additions to the church each year, are the ones in which the ministers are teachers of great adult classes. Many men who are considered pulpit geniuses, and who by their eloquence attract large crowds, fail not to teach a class each Lord's Day in the year.

III. Changing Customs.

1. Yesterday.—There was a time when churches had preaching one Lord's Day in four; the preacher was expected to preach both morning and evening. Later on, when preachers became more numerous and the church could have preaching every Lord's Day, they still required the morning and evening sermons. In those days, little emphasis was placed upon the Bible school.

2. To-day.—To-day the great bulk of Scriptural teaching is done in the Bible school, not the pulpit. The school teaches, the pulpit inspires. By virtue of the great work being done in the Bible school, not so much preaching is needed as formerly. The day will come when all the church will be enrolled in the Bible school. Then the people will assemble

on Lord's Day morning for the great teaching service; and instead of one hour or one hour and one-half, two hours will be given to the Bible-school service, which will be followed by the Lord's Supper; here there will be no sermons, but the plain teaching of the Book. In the evening the people will come together for a great evangelistic service. This plan has already been adopted by some churches with much success. The minister must, of necessity, be at the head of any great movement, and with a great corps of workers will lift the church out of the ruts, and place it on a solid road where it can best teach the Word and reach the multitudes for Christ.

The minister should not draw a line between ministerial work of the church and of the school. He should be unable to tell where one ends and the other begins; it is all one work. The school is the church at work. He should so organize his work that systematic calls can be made upon every home represented in every department of the school. Through his workers he can keep in personal touch with these homes, from which the church must reap its greatest harvest.

Round Table.

1. Which is the more important—a well-equipped man or a well-equipped building?

2. Should the minister ever be superintendent of the school? If so, when and why?

3. Will superintending hinder or help his general church work?

4. Should a minister be a teacher in the school?

5. If a teacher, what class should he teach?

6. Will teaching cheapen a minister, and lower the tone of his work?

7. What effect would his teaching have upon the school?

8. Where can a minister do his best preaching —in the pulpit, or before the class?

9. How can a minister equip himself for Bible-school work?

10. Should a minister's ministerial duties include the ministerial care of the Bible school?

11. What would be the advantages accruing from making the morning service a teaching service with no sermon, and in the evening having a great preaching service?

12. Will this plan help or hinder church attendance?

13. Will it raise or lower the standard of preaching?

Blackboard Work

I. His Prep. II. His Qual.
III. Chang. Cus.

CHAPTER III.

THE SUPERINTENDENT

Much care should be exercised in selecting a superintendent, for his office is of great importance. A man should not be selected simply be-

cause he is a good man and has a number of friends who want to see him honored. He should be chosen because he is capable in every way of leading his school to larger success. He may not be fully equipped at the beginning of his work, but if he is interested and meek, and untiring in his labors, he will grow. He should have an ideal, and ever be reaching towards it.

I. Eleven Characteristics of a Good Superintendent.

1. A Christian.—No man should ever stand before a school as its general unless he is a Christian. This is Christian work, and only Christians can do it. The great purpose of the superintendent should be to see individuals led to Christ. He must be an example and an inspiration to those whom he leads. If he have all other characteristics necessary, and be not a Christian, he is a failure.

2. A General.—He must be a general; a man of forethought, insight and tact. He will not only be able to do things himself, but should understand how to get others to work. In a large measure the plans in operation in the school will be dependent upon him. He must both suggest plans of work and see that his plans are worked. To do this he must understand men, and endeavor to develop the latent talent which he finds in them.

3. He Must Love His Work.—We do well the things we love to do. When work is a drudgery we seldom succeed. The superintendent should never leave the impression with his school that his work

is unpleasant—that he simply holds his office because he is elected to the place; he should inspire his school with the thought that he would rather superintend that school than do anything else which he is capable of doing. If he loves his work, he will grow and will endeavor to make the work grow. If he loves it, he will sacrifice for it, and when trials and tribulations arise he will keep sweet and look for the silver lining in the clouds.

4. He Must be Wide Awake.—Nothing else so hinders the progress of a school as a sleepy superintendent. The school will move no more swiftly than the superintendent; he must set the pace. If he is slow in his movements, very deliberate in his speech, and lacks enthusiasm in his general demeanor, his school will be poky and will soon die. There should not be one idle moment in the Bible-school session. From the time he enters the building until the school is dismissed there should be snap in the school that will challenge the respect and admiration of every attendant. The superintendent is the leader, and should lead briskly.

5. He Must Not be Noisy.—Noise is not always enthusiasm, nor is it power. The noisy superintendent will have a noisy school. He can so discipline his school that his very presence will secure attention. The raising of a hand or the pressing of a button will bring quiet to the school. His movements should be dignified and orderly. He should be no brawler nor scolder.

6. He Should Lead from the Rear.—He will suc-

ceed best if he inspires others to work. While his eye must be on every department, yet he can not expect to attend to every detail. Fortunate is he who can lead others to assume responsibility, and, by his encouragement and suggestion of plans, get them to do the hard things in the school. The superintendent should be glad to give every individual recognition for work done. People are willing to work when they get credit for it. They will also do much when they feel that what they are doing has some importance attached to it, and that superintendent will be the best leader who leads through others. He should not forget that in all his work he is dealing with human beings just like himself, and his best motto will always be, "The Golden Rule."

7. He Should be in Sympathy with All Church Work.—He should not be so narrow as to think that his department comprises the whole of church duties. The chord that should run through every department of the church is that of service, and all departments should be connected with that chord. The Bible school touches every department of church work. He should endeavor to lead the pupils to be attendants at preaching services, and those who are Christians to be attendants at the mid-week prayer-meeting service. He should by all means be interested in missions and see that missionary instruction is given in his school, and that the school be trained to give to all missionary enterprises. In his school he is building the church of to-morrow; and if missions be neglected, the

church of to-morrow will be non-missionary and will miss its high calling, for missions is the heart of church life.

8. An Inspiration.—The superintendent should inspire his school to greater success by holding before it the work of other schools; he should be constantly telling how other schools have accomplished certain results.

9. Meek.—He should be meek; not "puffed up." By his meekness and humility he will attract men and women to his school; he will be easily approached, and the people whom he leads will love him. He should be willing to listen to suggestions from the humblest individual in his school. It is wise to occasionally give the entire school an opportunity of making suggestions as to methods of work. It is a good plan to have every one in the school, who will, write on a card, and drop in a box in the vestibule, answers to such questions as these: How can we improve our school? What do we lack? What are our elements of weakness? What are our elements of strength, etc.? The wise superintendent will never take the credit, no matter how much he deserves it, for the building up of his school. He must remember that whatever success comes to his school comes because he has had the support of his officers, teachers and pupils.

10. Optimistic.—Before his school he should always be optimistic. Some days everything will seem to go wrong, but he is the last man to show that he is depressed by it.

"It is easy enough to be happy
When life goes by like a song.
But the man worth while is the man who can smile
When everything goes dead wrong."

If the superintendent be filled with sunshine and is sweet-spirited, and is big enough to step over the rough places and to conquer difficulties, his school will never get the blues. None others can be quite so effective in keeping things sweet as he.

11. He Must Keep in Touch with the Sunday-school World.—(1) *Read Bible-school books.* Since the Bible school is getting to be the big thing in the church, and the church owes so much to it, many books are being written on this heretofore neglected department; and many men are giving their life to this work, and the result of their observation and experiences are being given to the printed page. That superintendent is not giving his school the best who does not read the best books on Bible-school work. It is as essential for the superintendent to do this reading as it is for the physician or the attorney to read his books.

(2) *Read Bible-school journals.* Our publishing-houses are publishing journals on the superintendent's work, the teacher and his work, Sunday-school management, etc. These papers are live wires, and the superintendent who does not read and thus keep in touch with the great Sunday-school movements, isolates himself, and is not the leader for his school.

(3) *Read a church paper.* Every superintendent should be a reader of one of the papers published by his own brotherhood. In this way he will know

men, churches, schools, and the mission fields of his own church. It will give him a vision, and without a vision he can not lead.

(4) *Attend conventions.* He should attend Sunday-school conventions—the county, the State, interdenominational conventions, and also those of his own church. In this way he comes in contact with Sunday-school men, and from them learns plans and methods, catches a vision, and returns to his work refreshed and ready for the duties awaiting him. At these conventions an excellent opportunity is afforded to examine the best books and Bible-school supplies.

(5) *Visit other schools.* One superintendent boasted that he had not been absent from his own school one Sunday in twenty-three years. What a shame! Another superintendent made the boast that he had held that office in his school for eighteen years, and no Sunday-school specialist could teach him anything concerning the management of a school. Poor fellow, he deserves pity, not contempt. It is difficult to keep out of ruts. Every superintendent will at times get discouraged; he is liable to think other schools are better than his own, and that he is the only fellow in the world that has trouble. Things always look rosy just over the way. Sometimes they are better, sometimes worse, across the way or in a neighboring town. The superintendent can do nothing better than to leave his own school occasionally, to visit some up-to-date, thriving school to see how they do things. He will here see some wheels mov-

ing that can be set in operation in his own school; and sometimes he will find some things in his own school much better than in the school he visited, which will encourage and make him feel that his is not the worst in the world. It pays to visit other schools. It will be profitable for a school to send its superintendent to such schools as Mr. Wanamaker's in Philadelphia, Mr. Brown's in Brooklyn, N. Y., or the Marion Lawrance school of Toledo, for a Lord's Day, where they may study an see "the wheels go round" in these great schools. The great majority of people are willing to do, if they just know how. This will help to teach them how.

II. The Superintendent's Duties.

1. Duties on Lord's Day.—(1) *Early at the school.* The superintendent should be the first officer at the school; only the janitor should precede him. If he wants to have a tardy school, he only needs to come just in time to begin the service. He should be on hand to see that every other officer is at his post of duty, to greet officers and teachers as they come in, and to see that those in charge of various tasks are there to look after each detail. His eye must be everywhere, but those who have been assigned tasks should never know that he pays any attention to those details, for they must be made to feel that it is their work, and they have the responsibility to bear.

(2) *Presiding over the school.* The superintendent may or may not preside over the sessions of the school. He should always have an assistant

who is capable of presiding, for many times he will need to be in various departments, and it will be profitable to both him and the school to have an assistant superintendent who is capable of leading the exercises in his absence from the rostrum; but the superintendent should be responsible for this presiding officer, and should see that such officer is at his post, and that everything is done with dispatch, and that the exercises move forward with power.

2. Between Lord's Days.—The superintendent does not fulfill all his obligations by simply attending the school on Lord's Day. The duties of the week will demand much time and painstaking labor. The successful superintendent will carry his school with him seven days in the week; he will talk about it, pray over it, and work for it. Some of the duties between Lord's Days are as follows:

(1) *Attend teachers' meeting.* The superintendent should always meet with his teachers in the preparation of their lesson at the teachers' meeting. If he is better prepared than any other to teach, he should have charge of this meeting; if not, let the best prepared do the teaching, but in this meeting he can confer with his teachers and get closer to them, encourage them in their work, help them solve their problems, and through them keep better in touch with his entire school.

(2) *Attend cabinet meetings.* Officers and teachers of the school should comprise the superintendent's cabinet; with these he should meet at least

once a month to discuss matters pertaining to the school.

(3) *Encourage the workers.* The workers are human beings; many of them give much of their time to the work of the school; they get discouraged, and, like the prophet of old, sometimes fall beneath the juniper-tree. What they need ofttimes is encouragement. The superintendent will find it profitable to have a corps of officers and teachers who feel that they are appreciated in all their work. This feeling of being appreciated will be very much dependent upon his attitude toward them. When he knows of some good thing done by any officer, teacher or pupil in his school, he can increase that one's desire for doing good by writing a letter of commendation in which he expresses his thanks and gratitude for the good work done. Nothing will so inspire individuals as to occasionally receive a letter from the leader in which he makes it known that their work has prospered, and that all they do is appreciated. Many a child who has been faithful in attendance, and who has brought new pupils, will be encouraged to press on toward the mark if the superintendent occasionally drops a note in which he recognizes the good work done. It is not amiss, now and then, when one has done some extraordinary work, to commend it before the school; these things take not much time. Every superintendent has in his school stenographers, or other young people, who are willing to do something for the church if they only knew what to do; he can at times call to-

gether these persons, dictate letters, which they will write, and these can again be placed in the hands of messenger boys who will be glad to deliver them; thus somebody has been given something to do, and some one else has been made happy by feeling that their work has not been in vain.

(4) *Greetings to new pupils.* In many schools the superintendent sends a card during the week to the pupils who enrolled on the previous Lord's Day, in which he extends to them a cordial welcome to his school. We give below a sample of one of the cards sometimes used in the Canton school:

CANTON, O., Aug. 10, 1908.

DEAR FRIEND:—We are happy that you have enrolled in the First Christian Bible school. We extend to you a hearty welcome. We hope you may soon know many of the people and that you will feel at home. Just make yourself at home. It is now your school; be free to make suggestions concerning its management. Be on the lookout to welcome strangers and the backward people. Come as often as possible; bring your friends, they are always welcome. With the help of all, we can soon have the biggest and best school in America.

Very cordially yours,
P. H. WELSHIMER, Minister and Supt.

(5) *Keeping in touch with the sick.* The names of the sick can be gathered from the class records each Lord's Day. In the Canton school each Lord's Day the teacher fills out a blank in which the names of the sick are reported. These are compiled by the secretary, and at the close of the school the superintendent can have all the names. If the church does not publish a parish paper, these names should be announced before the school, and thus the superintendent and his officers, teachers and pupils can during the week call upon all the

sick. By means of telephone and with a few calls which he will make, he can, in the average school, see all the sick each week.

(6) *Look after absentees.* The superintendent should see that all absentees are called upon at least once a month; every two weeks is better, and every week is best of all. He will not have time to do all of this himself, but he should see that officers are appointed, committees selected and plans adopted by which this work can be done. Methods of caring for this work will be discussed in another chapter.

(7) *Attend prayer-meeting service.* No man should be superintendent of a Bible school who will not, if he can, attend the mid-week prayer-meeting. We must not neglect prayer. The prayer-meeting is one of the most difficult services to maintain, and yet one of the most important in the church. If the superintendent, who is a recognized leader, willfully neglects this great spiritual service, he is not setting a worthy example before his school, nor is he using the means at hand to build him up spiritually, and keep his faith strong in things divine. He should be both a praying and a prayer-meeting man.

3. His Right-hand Man.—If the superintendent be not the minister, as in many cases he will not be, the minister should be his right-hand man. The superintendent and minister must work together always in harmony and in love. The minister is always pastor of the Bible school. No man should have greater concern for the school than the min-

ister; and no superintendent should ever feel that the minister has no part nor lot in this work. There have been a few unhappy cases where the minister was given to understand that the church work was his, and the Bible-school work was the superintendent's, just as though a line could be drawn between church and Bible-school work. The schools which are most prosperous are the ones in which minister and superintendent work together.

(1) *They should confer together.* No plans should ever be adopted, no course of study introduced, and no teacher selected, without the conference of superintendent and minister. In this way there will always be an understanding between them, and neither one will feel that the other is lording it over him. The minister should at all times feel perfectly free to make suggestions, and to move from one department of the school to the other, and the superintendent should at all times feel that he has in his minister his greatest helper, his best friend. In many schools the minister is general superintendent; in such cases he has an assistant who helps to preside over the school at its sessions, and assists him during the week in its general management; such a plan is pursued by the Canton Bible school.

In the next chapter we will discuss the other officers and their duties.

Round Table.

1. Who should select the superintendent?
2. How can the school help the superintendent?

3. Name eleven characteristics of a good superintendent.

4. Which five of these characteristics are of the greatest importance?

5. How would you wake up a sleepy superintendent?

6. How would you quiet a noisy one?

7. How would you get rid of a poor superintendent?

8. How can a superintendent keep out of the ruts?

9. What should be the attitude of the superintendent towards the minister?

10. What would you do with a superintendent who would not permit the minister to help dictate the policy of the school?

11. How can a superintendent be developed?

12. Is it ever advisable to have a paid superintendent?

13. How long should a man serve as superintendent?

14. Which is preferable, a man or a woman for superintendent?

CHAPTER IV.

OFFICERS

In this chapter it is our purpose to discuss the officers of the Bible school and their duties. As the minister and superintendent have been dis-

cussed in previous chapters, nothing will be said about them in this.

I. Assistant Superintendent.

The assistant or associate superintendent should be a helper of the general superintendent. He will be under the direction of the superintendent, and will preside over the school in the superintendent's absence, and at other times as the superintendent may direct. Often the superintendent will desire to visit various departments, or he may personally desire to show a visitor from department to department. At such times the services of an assistant are very necessary.

II. Department Superintendents.

Every graded school will be divided into departments. These will be discussed in another chapter. Over each department is a superintendent, who is responsible for the work of that department, and through whom the superintendent communicates with the department. Where departments have their own opening and closing exercises, the department superintendent will always preside. The department superintendent, in connection with the minister and superintendent, should select his teachers and other officers of the department. Great care should be exercised in selecting such an officer, for he has it in his power to mar or to make his department.

III. Principals.

In many Bible schools, especially where the schools are large, it has been found practicable to have a principal of a department, whose duty

is not to superintend, but who will in a measure have oversight of the teachers, who will visit classes, inspect the teaching, note the weak points in the teacher, and endeavor to overcome these and stimulate the teacher to greater work. The principal and department superintendent should always work in harmony.

IV. Secretaries.

1. The General Secretary.—The office of secretary is one of the most important in the school. Great care should be exercised in the keeping of records and making reports. The secretary should have, in every department, an assistant or department secretary. The reports of classes in each department should be gathered by the department secretary, compiled and sent to the general secretary, who will complete the report for the entire school. In our school in Canton each class reports on the following slip:

TEACHER..... No.....

DOUBLERS
BIRTHDAY CONTRIBUTORS
THE SICK
CHANGED ADDRESS

NAMES AND ADDRESSES OF THOSE PRESENTED FOR CRADLE ROLL DEPT.

ATTENDANCE .....
OFFERING .....
BIRTHDAY OFFERING .....
ABSENTEES WHO SENT OFFERING .....
NEW PUPILS .....
CRADLE ROLL PUPILS .....
Did Teacher Attend Teachers' Meeting? ....

N. B.—Write Name and Address of New Pupils and any Information for *Canton Christian* on the Other Side of Slip.

The general secretary makes out duplicate general reports, and sends these to each department so that every department will know, before the school closes, the report of the day. Our secretary announces the number of persons sending an absentee offering, number of new pupils enrolled, number of new Cradle Roll pupils, Home Department pupils, attendance and offering in each department of the school, birthday offering, special offering, total attendance and total offering, also the attendance of one year ago, and number of teachers that attended teachers' meeting. He also keeps a record of the weather, for purpose of comparison from year to year. The report should be made as simple as possible, and at the same time convey the information that is of greatest importance to the school.

2. Enrolling Secretary.—In the graded school, the enrolling secretary is a necessity. All pupils below the adult department come to this secretary, who ascertains their name, age and address. She then assigns them to the department and grade to which they belong. An usher, who stays at her desk, ushers these children to their class, introduces them to the teacher, and the teacher in turn makes them acquainted with the pupils of the class. This enrolling secretary enrolls the children on the class card, then gives to each one an enrollment card which they present to the teacher of the class to which they are sent. This takes the enrolling entirely out of the hands of the teacher, and permits the officer in charge to keep the school well graded. We use the following enrollment card:

ENROLLMENT CARD
FIRST CHRISTIAN BIBLE SCHOOL,
CANTON, O

.....*of*.....*Street.*
desires to become a pupil in the school and has been assigned to the ..... *Department*
..... *grade, to the class taught by*
.....
..... *Enrolling Sec.*
.....190..

In our school the enrolling secretary corrects all changes in addresses, keeps the alphabetical list of the school, also keeps a separate classified list of those pupils who are not members of the church. She also acts as corresponding secretary for the school, and as school stenographer. In schools where one person is not employed for full time to assist in this work, the duties are divided among other secretaries, such as corresponding, biographical, and stenographers. In a large school it is a profitable investment for the school to have in it employ one person who will look after these details. In a great religious institution it is just as necessary as it is for a business man to have his secretary and stenographer to look after the details of his business.

3. Guest Secretary.—The guest secretary sits at a table in the main vestibule of the church, and registers the name, address, and the school from which visitors come. In the closing exercises he announces to the school the names of visitors and the place from which they come. This is giving

a just recognition to visitors. It is a courtesy shown them, and stimulates the members of the school in bringing their visitors to this service.

V. Treasurer.

The treasurer should receive all moneys paid into the school, and pay all bills, per order signed by the superintendent and secretary. He should make at least quarterly reports of money received and expended. The school has a right to have submitted to it an itemized report.

VI. Librarian.

A general librarian has charge of the Bible-school supplies. Under his guidance are department and assistant librarians to whom he gives the supplies for each department, such as papers, pictures, charts, teachers' quarterlies, etc. He should keep the superintendent posted as to the condition of the supplies and the quantity needed. His office is a very important one. If the school have a library, an additional librarian should be selected whose only duties will be to look after the giving out and receiving of books. The selection of books should be made by a library committee. Many schools are having workers' libraries put in the school for the teachers and workers of the school. This should be in charge of a librarian, who shall keep a strict record of books received and given out.

VII. Door Men.

These men stand at the doors of the building, where they receive the people with the Friendly Hand Committee, and see that the doors are

closed during the reading of the lesson and prayers, or at times when announcements are being made; also, at a signal, open the doors to let the people in. They help to avoid much confusion, and preserve quiet in the school.

VIII. Ushers.

Every aisle should have its usher. The duties of the ushers are plain. They should meet people at the door, or at the end of their aisle, find them a seat, see that they have books, and, if possible, endeavor to make them acquainted with the person by whom they are seated. The usher should be congenial, wide awake, and orderly in his movements, no respecter of persons, and attentive to all whom he ushers. Many a person has been won to an institution by the kind attention of a good usher; bad ushering has ofttimes driven people from the school and the church.

IX. Musicians.

1. Chorister.—Every department should have a good chorister, who will make selections for the day, and see that they are in harmony with the subject of the lesson. He, of course, should direct the singing.

2. Pianist or Organist.—This officer should preside at the instrument, and, like the chorister, should never be tardy, but should be on hand that the school may start promptly. Nothing else so chills an audience quite as much as to be ready to begin and have to wait until the chorister or organist puts in their appearance.

3. Orchestra.—A good orchestra is a benefit to

any school. This is one of the greatest drawing-cards of the school. Nothing else helps to so enliven it. Every school has in its ranks individuals who, with a little training and encouragement, can soon be enabled to play acceptably in an orchestra. If one is compelled to hire an orchestra, it is a good investment. In another chapter, ways of meeting an orchestra's expenses will be discussed.

4. Music Committee.—The Music Committee should consist of the chorister and at least two others, who shall be appointed by the superintendent. The duty of this committee will be to see that special selections are provided for the Bible-school services. Many churches are very careful to provide the best of music for their preaching services, and pay little or no attention to the music of the Bible school. If you can have special selections at only one service, let the Bible school be that service. You can better afford to eliminate music from the church service than from the Bible-school service. Every school has a number of children who will be delighted to give readings, solos, duets, instrumental selections, etc., and people are glad to hear the children. Let them take part in this service; it will do them good. It will attract the people to your school. Use the children whenever you can.

X. Messenger Cadets.

The boys of the Bible school, especially those of the junior department, can be organized to do messenger service. Boys like organization; they are willing to do, if they are

shown what is to be done. They can be feet and hands for the Bible school. They can carry messages to absent scholars, also from the minister and superintendent to the various workers of the school and church. The work should be carefully prepared for the boys by some person, such as superintendent or secretaries. Their work should also be given them in the community in which they live. More will be said about the messenger service under the subject, "Sunday-school Problems.

XI. Superintendent's Messengers.

In a large school the superintendent will find it to his advantage to have one or two messenger boys, who will sit near the rostrum with him in the opening and closing exercises of the school. They will carry messages for him to the various officers and departments of the school. This will save the superintendent's making many announcements, and will also make it unnecessary for him to be running from one post to another in the house. Boys should be selected who are quick, quiet and orderly. We have found these boys to be of great assistance.

XII. Cradle Roll and Home Department Officers.

These officers and their duties will be discussed in a chapter on the "Bible School, Graded and Equipped." The officers are: Minister, Superintendent, Assistant Superintendent, Department Superintendent, Principals, Secretaries (General, Department, Enrolling, Guest), Treasurer, Librarian, Friendly Hand Committee, Door Men, Ushers, Courtesy Committee, Musicians (Chorister, Organ-

ist, Orchestra, Music Committee), Messenger Cadets, Superintendent's Messengers, Platform Committee, Cradle Roll and Home Department.

XIII. Committees.

1. Friendly Hand Committee.—In each vestibule of the church we have a committee known as the Friendly Hand. These men form in line and shake hands with every person, big and little, pupil or visitor, who enters the building. If they are visitors, they are at once turned over to the guest secretary, who registers them. This committee makes everybody welcome. Many a person has a hard battle with the cold world during the week, and when met by a band of good hand-shakers as they enter the Lord's house on Lord's Day morning, it comes to them like a benediction from heaven. This committee is indispensable. Genial, kind-hearted, warm-handed, friendly men of good report should constitute such a committee. The number will depend upon the amount of room you have; the larger the committee, the better. Such committee should attend strictly to business, be quiet and orderly, punctual, and always be present. At the close of the school and preaching services, another Friendly Hand Committee should be stationed in the corridors and vestibules to greet the people as they leave the building; thus you shake the people in, and at the close of the service you shake them out, and they go home feeling that they have been in the house of their friends.

2. Courtesy Committee.—Visitors who desire to

visit the different departments of the school are introduced by the Glad Hand Committee or the guest secretary to the Courtesy Committee, who will show them through the school and explain the work of the departments. The Courtesy Committee should be composed of polite individuals who will explain thoroughly the workings of all departments, who will know the statistics of the school, and be enabled to give any information which a visitor may desire to possess. It has been found profitable to have, on the desk of the guest secretary, a printed leaflet which will give all the information which a visitor is likely to desire. These are given to the visitor, who may carry them away as a souvenir of the school, and also retain them for future reference. These slips should be made out quarterly, and should contain the enrollment and average attendance, amount of money raised, number of pupils added, number of officers and teachers, number of classes, and anything of especial interest that would be inspiring to any other school.

3. Platform Committee.—The duty of the Platform Committee is to arrange the platform for the Sunday-school service, and after the service is over to rearrange it for the preaching service. Desk, chairs, piano and books need to be removed and rearranged. The Platform Committee looks after these many details.

Round Table.

1. What are the duties of the assistant superintendent?

2. What are the duties of the department superintendent?

3. What should the secretary include in his report?

4. What is the importance of having an enrolling secretary?

5. What benefit is to be derived from the Bible-school library?

6. If the school can have only one, which is the more important, a general Bible-school library or a workers' library?

7. At what should we aim in Bible-school organization?

8. How can we impress upon Bible-school officers the importance of their office, and secure faithfulness in the performance of their duties?

9. Is it advisable to pay an orchestra for its services if it can not be secured without pay?

10. Which service demands the better music, the Bible school or the preaching service?

Blackboard Work

OFFICERS.

I. Assist. Supt.
II. Dept. Supt.
III. Prin.
IV. Sec.
  1. Gen. Sec.
  2. Enr. Sec.
  3. Guest Sec.
V. Treas.
VI. Lib.
VII. Door Men.
VIII. Ushers.
IX. Mus.
  1. Chor.
  2. Pian. or Org.
  3. Orches.
  4. Mus. Com.
X. Mess. Cad.
XI. Supt. Mess.
XII. Cra. Roll and Ho. Dept.
XIII. Com.
  1. Fri. Ha.
  2. Cour.
  3. Plat.

CHAPTER V.

THE TEACHER

Books have been written, and books will be written, upon the teacher and his work. In one short chapter it will be impossible to go into detail concerning the teacher. We only aim in this chapter to deal with generalities.

I. The Importance of the Teacher.

The most important person in the entire Bible school is the teacher. No other person in the school has so much to do with the developing of character as he. Jesus was pre-eminently a teacher. Luke tells us he "began both to do and to teach." Nicodemus acknowledged him to be a teacher from God. When he gave the great commission he told his disciples "to go teach all nations." All the knowledge of the Bible which many a child secures, is obtained in the Bible school. The Bible is not taught in the public school, and is neglected in many a home; hence the demands upon the teacher in the Bible school have multiplied. Great care should be exercised in the selection of a teacher, for he is the life and the soul of the school.

II. Characteristics of a Good Teacher.

1. An Active Christian.—Not only in name, but in deed and purpose. No person should ever be tolerated as teacher of a class who is not a professed follower of the great Teacher. Better have

a true Christian man with but little knowledge, and unskilled in the art of teaching, to stand before a class, than one who is a walking encyclopedia and who is an adept at teaching, but who has never confessed his faith in the Christ, and hence does not put his teaching in practice. The purpose of the teacher is to make Christians. The church would not think of calling a man to its pulpit, to preach the gospel of Christ, who had never surrendered to the claims of that gospel and made no profession of Christianity. He might be eloquent, and thus be enabled to entertain a crowd, but he would be unfit for the true ministerial duties of the church. It would be just as unwise to call one to make Christians out of a class who himself was not a Christian. We need culture, tact and knowledge in the teacher, but, paramount above these, we need genuineness. If but one good thing can be said of the teacher, let that one thing be this, "He is a Christian."

2. A Loyal Supporter.—In the strictest sense of the word, of course, a Christian will be loyal to the church. But there are so-called Christians who are loyal only to some department of the church, much to the neglect of the great work which the church is doing through all its departments. There are some who might be styled as Bible-school Christians, others Christian Endeavor Christians, Aid Society Christians, Church Supper Christians, and Convention Christians. Such individuals are loyal only to some one phase of the church work. The Bible-school teacher should be broad enough, big

enough and good enough to be loyal to every interest of the kingdom. He will not only be present to teach his class, but he will always remain, and endeavor to persuade his class to remain, for the preaching service. He will magnify the prayer-meeting service; he will be interested in missions, for by missions we mean soul-saving. For this he will pray and talk; to this he will give. He will talk his church up, not down, and will endeavor by every act and word to contribute to its greatness and power.

3. A Worthy Example.—Emerson said, "What you are speaks so loudly, I can not hear what you say you are." Paul said to Timothy, "Take heed unto thyself and unto the doctrine." The teacher is an epistle "known and read of men." A pupil may forget what his teacher says, but he seldom forgets what he does. Example is environment. The teacher should be a copy for the child. Unconsciously every teacher is reproducing himself in the life of his pupil. An observing child watches his speech, his dress, his walk, his every act. The child desires to be like the one he loves. A little girl who greatly loved her teacher in the public school, decided that when she grew to be a woman, she too would be a teacher. Her mother took her to Atlantic City, where one night she heard the Netz Quartet of Toledo. After the evening's entertainment, the little one said, "Mamma, I guess I will not be a teacher; I am going to be a Netz sister." And so every child is having his character molded and destiny determined, in a large measure,

by the influence of those with whom he comes in contact. For the sake of example, the teacher may often be compelled to practice self-denial. It is possible there are amusements which might not harm the teacher, but might harm the pupil. If eating meat will cause his pupil to stumble, let him eat no meat, would be the admonition of the apostle Paul. It is said that in the great Methodist Bible school of Brooklyn, N. Y., of which Frank L. Brown is superintendent, not one teacher plays cards, not one dances, and not one attends the theater. What an example! A safe question to be asked by every teacher at every turn in life, would be, what effect will this have upon my pupils? There is just as much responsibility, from the standpoint of example, resting upon the teacher of the Bible-school class as upon the minister of the church.

4. A Willing Teacher.—A class has no respect for a teacher who is continually complaining about having to teach. They will love the teacher who loves to teach. The teacher who impresses upon the class the fact that he would rather teach that class than do anything else in the school, and when, by his preparation and his interest, his kindness and his teaching, he demonstrates to his class that teaching means something, and that the thing which he is doing is the thing that is worth while, he will dignify his work, enjoy it himself, and cause his pupils to be interested.

5. A Loving Friend.—His love will beget patience. He will seek to know each pupil personally,

to know the conditions that surround them in their every-day life, and will endeavor to fit the lesson to each one's special need. A little boy who had attended a large Bible school in a Western city, was missing for a few Lord's Days. His teacher met him in front of the church one Lord's Day morning as he was passing, and said, "My boy, I have missed you for several Lord's Days; where have you been?" The boy replied, "I am attending a little mission school two miles down the street." Said the teacher, "I can not understand you; we have a great building, good music, splendid equipment, and a large class; I can not understand why you leave this school for a little school so far away." Bracing himself, the little fellow looked into the teacher's face, and said, "Yes, Mister, you have a great building, fine music, and lots of people, *but they love a fellow down there*, and I am going down there." Teachers, if you would hold your pupils, *love them;* do not hide your love, reveal it by word and deed. If there is any trouble, be the first to express sympathy and render whatever help you can. If there is a death in the home of one of your pupils, be not slow in reaching that home. We have teachers in our school who have gone to business men and found employment for members of their class. This is being done monthly through all the year. Boys have been arrested in the city, placed in the city prison for various offenses, and we have teachers who have gone to the courts, interceded for the boys, promised to get them positions, and keep them in Bible school if

the court would release them. This is better than a term in an industrial school. Watch the success of your pupils. When honor or success attends them, if possible be the first to extend the glad hand, and give a congratulatory message. In everything observe the "Golden Rule."

6. An Unceasing Worker.—Many a teacher is but little interested in his class. The thermometer at 90 makes it too hot to attend, and 10 above zero is too cold. The prospects of a good dinner, an opportunity to go visiting, the absence of a new hat, or the desire for a Sunday morning sleep, have been known to keep teachers from their classes on Lord's Day morning. The teacher should take as much interest in doing the work of his class as he does in performing the duties of the office, the factory or the home. Why be more faithful to our duties for men than for God? The kingdom of God would go forth with leaps and bounds, whereas it is now walking, if the people of the kingdom were only interested as they should be. Many will labor, suffer, practice self-denial, and do many of the hard things of life, to make business go, who excuse themselves when it comes to matters of the King's business. There was a woman who owned an old speckled hen and thirteen little speckled chickens. On Saturday she and her husband decided to go visiting in the country over Lord's Day. She engaged a neighbor to feed her chickens, and made a second trip to the neighbor's home to give certain directions concerning their care. She returned home Sunday evening. A

storm had visited the community that day, and at a late hour of night, with lantern in hand, she waded through the tall grass, visited her chicken-coop, and, lifting up the mother hen, counted her chickens to see that all were safe. *She was interested in chickens.* This same woman was the teacher of eight boys in the Bible school; she did not notify the superintendent that she would be absent on Lord's Day, neither did she secure a supply teacher, nor during the week did she make inquiry to see if the boys had been present. She cared more for her chickens than she did for her boys. She may have been a success at chicken-raising; she was a failure at teaching a class; she lacked interest.

7. A Careful Soul-winner.—The purpose of the gospel is to save souls. The teacher is a teacher of the gospel. "The final test of the teacher is not how well he has studied or talked, but how many he has saved." No other field offers such advantages for soul-saving as the Bible school. The teacher preaches at close range. His opportunity for soul-saving is unexcelled.

8. A Prayerful Student.—The great Teacher was a man of prayer. He spent whole nights in prayer. If he needed to commune with his Father, how much more we need to do so. The teacher should carry his pupils to God in prayer often. He should name them in his prayer. He should pray that God will give him light and wisdom in the study of his Word. To him the Master says, "Pray without ceasing."

III. Preparation.

One's preparation for a given work should be in proportion to the importance of the work. Can there be any other work of greater importance than that of developing character that must endure through the eternities? We praise the artist who paints the picture, and the sculptor who releases the angel from the marble, but how much more praise is due the man who prepares a life to live forever. This is not a work into which we stumble. Success comes not accidentally. He succeeds best who prepares best.

1. General.—Volumes can be written on the teacher's preparation. We can here speak but briefly on the subject. He should be a student of the Bible, not merely the ten verses he will teach next Lord's Day, but should have a comprehensive knowledge of the entire book. He should have a knowledge of people, and should study the art of teaching. The teacher will teach best who is a reader of good books and periodicals. The greater the knowledge, the greater the field from which to draw. It is not necessary that one shall be a college, or even a high-school, graduate to be an acceptable teacher, in the Bible school. To-day many schools are putting in teacher-training classes, where the teacher may train for service. If in the school there be no class, the books are cheap and can be secured from the leading publishing-houses, and the study can be taken up privately in one's own home. Any kind of training is better than no training. See the list of books in the

back part of this book. The teacher should attend Sunday-school conventions, read Sunday-school journals, and talk with Sunday-school men. Every teacher should own a good Bible and not be afraid to mark it. Every Sunday-school should possess, for the benefit of the teacher, a workers' library. A few well-selected volumes will cost but little and be a great blessing to the school. The teacher should be a reader of a religious journal, published by his own brotherhood, that he may keep in touch with the great onward movement of his own church.

2. Specific.—Get the setting of the lesson; read all around it; what goes before, and that which follows. Study the text carefully. Learn the meaning of each verse. Use the seven-element method as suggested by Herbert Moninger: Places, persons, dates, doings, difficulties, doctrines and duties. After giving a careful study of the text, use your Bible-school commentary. Be filled with your lesson. Outline it carefully that you may know it from first to last. Keep in mind the pupils of your class during your preparation. Make your teaching practical. Begin early. Attend the teachers' meeting. In the teachers' meeting use a note-book. Make your lesson a subject for thought during the week. You will then come before your class on Lord's Day morning desiring to teach because you are prepared to teach.

IV. Before the Class.

1. Be There.—A teacher, irregular in attendance, is a class-killer. You can not induce your

pupils to be regular, if you are irregular. Do not attempt to teach a class if compelled to be absent part of the time. The pupils want a teacher on whom they can depend.

2. Be Punctual.—One of the sins of the business and religious world is tardiness. Nowhere is this more marked than in the Bible school. A tardy teacher makes a tardy class. Here, again, the teacher is an example. The teacher should be at the school before the pupils begin to arrive, ready to welcome every pupil to the class and to introduce strangers. Only a little time is given to Bible-school work in a day, and not one minute should be lost.

3. Be Neat.—"Cleanliness is next to godliness." Clothes do not make the man, but the way he wears them reveals him. "Be not slothful in business," applies to dress as well as to buying and selling. A teacher in the public school said recently that when she procured her wearing apparel she kept in mind the children whom she taught; she dressed for them, not the public at large. What we plead for in this paragraph is not that teachers shall be richly dressed, but that they shall be neatly and cleanly attired, and not slovenly in appearance. The teacher is an example. Here, again, the old adage holds, "Like teacher, like pupil."

4. Be kind.—A cross teacher, a scold, a complainer, is repulsive. Pupils will not like such a one, will not give attention, and the instruction will be in vain. The vine reaches towards the

light; the frost disappears in the sunshine; so likewise the pupil is attracted by kindness and love. "A word fitly spoken is like apples of gold in pictures of silver."

5. Teach.—The pupils come to Bible school to be taught, not to be played with. In the words of the immortal Lincoln, "You can fool some of the people all the time, all the people some of the time, but not all the people all the time." This is true in teaching. Treating, picnics, and a social good time help to draw, but it takes good teaching to hold the pupils. A teacher's main business is to teach; and when he stands before his class he should be so filled with the subject that his earnestness, clearness and conciseness will challenge the attention of every pupil. Lay aside the commentary, lesson leaves and all other helps, and, from a full mind and heart, teach. The problem of order and attention is easily solved when there is tied to the class a teacher who teaches. A few minutes should be given in the class for business. Here plans should be discussed, reports made, and work assigned for next Lord's Day. Home study can be secured by assigning it, expecting it, calling for it, using it and commending it.

V. Teacher Out of the Class.

The teacher's duty does not end when the class is dismissed; in fact, the most laborious part of the work will need to be done, quite often, out of the classroom. There are teachers who give much time during the week to the work of the class.

1. Pastoral Care.—The teacher is really pastor of the class, and as such should see that all absentees and the sick are called upon.

(1) *Call.* No other person can quite so effectually call upon the absentees as the teacher. In the classes where the leakage is greatest, the teachers do but little calling. The teacher should see that every absent and sick person is called upon frequently. Where it is possible, the absentees should be looked after each week. In the larger classes much of this will be done through the class organization, but even then it pays for the teacher to enter the home, no matter how many others have been there. It brings the teacher in personal contact with the pupil and other members of the family, shows interest of the teacher, secures respect and love of the pupil, and at the same time gives the teacher an insight into the home life of the one he must teach. Many excuse themselves from calling on the ground that they haven't time. We have teachers in our school who are busy from early morn until dark, but find time to call upon absentees and sick members of large classes. They also send other pupils and other members of the church, and thus keep constantly in touch with all their pupils. They are wives and mothers who have families to care for, janitors in the school buildings, mechanics in factories, office men, clerks in the stores, girls in high school, teachers in the public school, professional men, and others who are as busy as people can be, and yet in the evening hours, and on

Sunday afternoons, these people are out visiting their pupils. They find time, and it pays.

(2) *Write.* Occasionally a post-card or a letter sent by the teacher to an absentee will do as much good as a call, but this should be only occasionally, for generally nothing is equal to a personal call. A card will show that the absent one is not forgotten.

(3) *Telephone.* Each teacher should have a telephone list of his pupils. On the very day of their absence, call each one up and ascertain the cause. This keeps up a friendly feeling between the teacher and pupil, shows the teacher is interested, and lets the pupil know that some one cares for him. We have teachers in the Canton school who get up early on Sunday morning, and telephone to many persons who have been absent, or whom they fear may be careless about their attendance that day. Many of our teachers never fail to call up their absentees on Sunday afternoon or early in the week, and inquire the cause of their absence.

(4) *Have Others Call.* The busier one can keep a class, the better for the class. Every adult class should be organized. In this manner the names of the sick and absent ones can be given to the committees who should be induced to call upon them. This brings members of the class into close touch with one another and cements the bond of friendship.

(5) *Have Class Socials.* It is profitable that the class meet at the church or at the home of the teacher or one of the members frequently, for a social hour. This ties the pupil to the class, helps

new members to get acquainted, and brings good cheer to many a life. When we put more sociability into our Christian work, the church and Bible school will then be as attractive as the lodge or club room. At all the class socials, the teacher should always be present.

2. Looking for New Pupils.—A teacher should continually be on the lookout for new pupils. A school must grow, and its growth will depend upon personal work done. Every teacher and pupil is constantly meeting individuals who attend no school, and who could be induced to attend, if only an invitation were given. We are entirely too shy on this matter of inviting people to church and Bible school. We have teachers who have been known to walk two miles at the close of a hard day's work to invite a person to Bible school. One of our teachers arose at 5 A. M. one Sunday morning and walked seven blocks to awaken a boy, that he might get up in time to do his morning work and get to Bible school. Another of our teachers, hearing three boys swearing, on the steps of a saloon, climbed off his bicycle, and invited the boys to Bible school. They gave him the laugh. Taking their names and addresses, after working hours at night he called at their homes, and secured the promise from two of the boys to attend the school next Lord's Day. They came, and they are still coming, have obeyed the gospel, and are two of our most faithful boys. He was on the lookout for new boys.

VI. Does It Pay?

Considering the preparation necessary, and the amount of work to be done in building and maintaining a class, the question naturally arises with many persons, Does it pay? Can I afford to be a teacher? Let us answer this in the light of the cross of Calvary. Did it pay for Jesus to die? Which is of more value, the soul or the world? If one soul is saved by the extraordinary effort which the teacher must put forth, it pays. Horace Mann, in delivering an address, at the corner-stone laying of an industrial school, said, "Many thousands of dollars will be expended here for the building and maintenance of this institution, but if one boy is saved, the price is not too great." At the close of his address, a father said to him, "Mr. Mann, did you not overstep in your statement that if only one boy were saved, the price would not be too great?" Mr. Mann replied, "No, not if he were *my* boy or *your* boy." And so, teacher, when the tasks are difficult, and the cares are great, and when we get tired of teaching, tramping streets and ringing door-bells, let us remember that if we have saved one soul, the price is not too great. It is somebody's child whose soul is saved.

Round Table.

1. Which is of greater importance, the teacher or the superintendent?

2. When there is a scarcity of teachers, should one ever be permitted to teach who is not a Christian?

3. Should one be permitted to teach who will not remain for preaching or communion service?

4. Should a Bible-school teacher play cards, dance or attend the theater? If not, why not?

5. Should a teacher ever be retained who does not love to teach?

6. What will be a teacher's greatest drawing-power?

7. Which is better, to retain a disinterested teacher for fear of offending him, and cripple the class, or dismiss the teacher, lose his goodwill, and save the class?

8. What should be the end of all teaching

9. When should a teacher begin to prepare for next Sunday's lesson?

10. Who makes the best teacher of boys?

11. What are some of the duties of the teacher outside of the class?

12. Should a teacher do all the calling?

Blackboard Work

I. THE IMPOR. OF THE TEACH.

II. CHAR. OF A GOOD TEACH.

1. An Act. Christ. 3. A Wor. Ex. 5. A Lov. Frie.
2. A Loy. Sup. 4. A Will. Teach. 6. An Unceas. Work.
7. A Car. So-Win.

III. PREP.

1. Gen. 2. Spec.

IV. BEF. THE CLA.

1. Be there. 2. Be punc. 3. Be neat. 4. Be kind.

V. TEACH. OUT OF THE CLA.

1. Pas. Care. 3. Tel. 5. Have Cla. Soc.
2. Write. 4. Have Oth. to Call. 6. Look for New Pup.

VI. DOES IT PAY?

CHAPTER VI.

THE BIBLE SCHOOL GRADED AND EQUIPPED

Every Bible school is, in a sense, graded, or, more properly, the classes are grouped for convenience in teaching. What every school needs for its best work is a sane method of grading. The grading of the public school is now fully acknowledged to be very essential. We deal with the same minds in the Bible school as in the public school, and here, too, we need to grade.

I. Departments and Grades.

In grading, the school must be divided into departments and grades. The departments are Primary, Junior, Intermediate and Senior or Adult.

1. Primary.—The Primary department consists of all children below nine years of age, divided as follows: (1) *Cradle Roll.* The Cradle Roll is composed of children from birth to three years of age. (2) *Beginners.* Composed of children from three to six years of age. (3) *Primary.* Composed of children from six to nine years of age. The Primary is divided into three grades—first, second and third, those who are six, seven and eight respectively.

2. Junior.—The Junior department is composed of children from nine to twelve years of age, in which will be found three grades—those who are nine, ten and eleven years old, known as first, second and third grades.

3. Intermediate.—The Intermediate department is composed of persons from twelve to sixteen years of age, having four grades—first, second, third and fourth—in which will be found those who are twelve, thirteen, fourteen and fifteen years of age respectively.

4. Senior or Adult.—The Senior or Adult department is composed of all who are sixteen years of age and above. This will be divided into teacher-training, Christian training, mission-training, advance courses, and the regular organized adult classes.

5. Home Department.—The Home Department is composed of those who can not attend the regular sessions of the school, hence study the lesson at home, keep a record of their work, and support the school. Thus it will be seen from the above classification that the graded Bible school fits the Bible to the scholar as he develops from year to year; it also fits the teacher to the scholar. Some teachers are adapted to children, others to adults. By this method, those who can teach children are assigned to that work and become specialists in that line, while those who can teach young people or adults are assigned to that department and grade for which they are best fitted. The presentation of the lesson to the Primary children is much different from that which is suitable for a class of adults; hence, in the graded school the lessons are adapted to the different ages or grades.

II. Organization.

Every department should be organized. This distributes responsibility and secures the best results. Each department has its superintendent, secretaries and teachers, sufficient to care for the pupils of the department, and if any department can hold opening or closing services, or both, independent of the balance of the school, it will also be necessary to have an organist, chorister, etc. It will also be impossible to keep a school graded without an enrollment secretary, whose chief duty is to receive each new pupil and place him in his proper department and grade.

III. How to Care for the Cradle Roll.

Instead of leaving all of this work to a committee, it is better, if possible, to interest the entire Bible school in the work of the Cradle Roll. The department should be organized with a superintendent, who will select such helpers as are necessary, the number being dependent upon the size of the field. Every member of the church and Bible school should be on the lookout to report to the teacher of the class, each Lord's Day, the names of babies under three years of age who are not enrolled in the Cradle Roll. The name and address of the baby should be handed to the superintendent of the Cradle Roll, who will call, or see that her helpers call, at the home at once, where the card will be filled out completely, giving the names and address of parents, name of the child, and date of the birth. A Cradle Roll certificate should be filled out, signed by the superintendent of the depart-

ment, the general superintendent of the Bible school and the minister, and left with the family. These complete record cards are then left with the superintendent of the department, who groups them according to birth dates, and sees that on the birthday of each child a call is made and birthday card left, and an offering secured. When the child reaches the age of three years, he should then be promoted into the Beginners' class. Much should be made of this promotion day.

IV. How to Care for the Home Department.

No one should enter the Home Department who can, and will, attend the regular sessions of the school. But there are many who, on account of illness or employment, are prevented from being present on Lord's Day. The Home Department gives this class of people an opportunity for systematic Bible study, and at the same time connects them with the Bible school. This department should have a superintendent, who will have as many assistants or helpers as are needed to carry on the work of that department. Their duties will be to distribute literature, gather report cards and offerings each quarter. It is well, if at all possible, to have members of the Home Department in different sections of the community, to meet occasionally for reviewing and questioning on lessons of the quarter. This will add interest and strengthen the work. The offerings in this department are purely voluntary, but each one, of course, should endeavor to lay by an offering for each Lord's Day, the same as when in attendance at the regular school.

V. Supplemental Work.

By supplemental work, we do not mean studies that shall take the place of the regular International lessons, but it means just what the word signifies. Supplemental lessons should be graded; certain things in the Scriptures should be taught at different periods in the life of an individual. By this means, we can do some definite things. Certain passages of Scripture will be committed to memory, books of the Bible will be learned, the Old and New Testament outlines will be given; Bible geography, the plan of salvation, and the names of leading Bible characters, will be learned, etc. The publishing-houses today are preparing supplemental booklets with all this definite and valuable information given, which can be taught in the class in from five to eight minutes each Lord's Day, either preceding or following the teaching of the regular lesson. The supplemental work can be used as a basis of promotion.

VI. Promotion Day.

With the graded school where promotion is being made each year from one grade to another, there must be a basis of promoting, and much should be made of this day. This, however, will be discussed in a chapter on red-letter days.

VII. Equipment.

Equipment is something, but it is not everything. The best thing in the Sunday-school is an individual who has a Bible-school vision, and whose heart is on fire with Bible-school

zeal. If we could have a great building well equipped and lifeless individuals trying to man it, or a barn for a building and wide-awake Bible-school men to lead, we would take the latter. But, best of all, let us have the right men and adequate equipment, and how wonderful will be the results.

1. Building.—In the olden days when churches were built, no thought was given to the Bible-school idea. The preaching service was everything, and the building was arranged accordingly. The building committees of the future will build their houses of worship to meet the demands of the Bible school, as well as those of the preaching audience. And the ideal building will be one in which the departments can all meet separately for opening services and lesson study, and then be brought together for the closing services of the school. Many buildings are approaching this idea, but the architect who can give the ideal has yet to announce his name. Many schools are compelled to meet in one big room. By the use of curtains, departments can be separated for the lesson study; and hence no matter how poorly the building is arranged, the department and grade idea can be maintained. A class will do better work if it can have a room to itself. In this room, class supplies, tables, song-books, Bibles, etc., can be kept. A class will take pride in furnishing its own room, and give it a homelike appearance. Here, too, they are shut off from the noise, and the teacher has a much better opportunity of securing their attention. One of the requirements of the ideal Bible

school will be a room for every class. Bible-school buildings, like the day-school, should be provided with plenty of light, be well ventilated and well seated. Children should never be required to sit on a chair so high that their feet can not touch the floor. Chairs should be secured suitable to the age of the departments.

2. Maps.—To do the best work, a class should be supplied with maps of Bible lands, as one of Palestine, one of all Bible lands, and another of Paul's missionary journeys. These should be attached to spring rollers, so they can be rolled up out of the way. Money spent in good maps is a good investment.

3. Other Furniture.—Classrooms should be supplied with tables for the teacher. The superintendents and secretaries should have tables. Musical instruments for different departments where singing is desired. Other furniture would be dependent upon the arrangement of the building and the demands of the school.

4. Bibles.—Every pupil in the school who is old enough to read should own and bring his Bible to the school. There will be visitors and others who will not bring a Bible, and for their benefit the school will do well to have on hand a supply to meet such needs.

5. Libraries.—(1) *General Library.* If there is no public library in the city or community, it is well for the school to endeavor to have a general library. Great care should be exercised in purchasing books for the same; pupils should be encour-

aged to read them. This should be under the direction of a library committee. They should confer with leading Bible-school people, and with publishing-houses, to secure the best list of books for the school. If there be a good public library, the Bible-school library is unnecessary; but in such cases the officers and teachers of the school will do well to keep before the pupils the idea of reading, and to suggest the names of books which their pupils should read. The superintendent of the school will find it profitable to make recommendations before his school, suggesting the names of books in the public library to be read.

(2) *Workers' Library.* The workers' and teachers' library is a very important adjunct to any Bible school. Some of the best books should be secured, to be used by teachers and workers in their work. If the school can have but one library, let that one be a workers' library. In building up a workers' library, write to the State Sunday-school officers, or the Bible-school publishing-houses; they will gladly furnish a list of books that will be helpful to the teachers and workers. In this, like every other field of literature, there are books, and *books;* some are good, and others are good for nothing. I here give the following list, which will be helpful to any who may read them.

"The Front-line of the Sunday-school Movement," Peloubet.

"Sunday-school Success," Wells.

"The Organized Sunday-school," Axtell.

"After the Primary, What?" McKinney.

"How to Conduct a Sunday-school," Lawrance.

"The Making of a Teacher," Brumbaugh.

"The Modern Sunday-school in Principle and Practice," Cope.

"The Sunday-school Teacher," Hamill.

"Sunday-school Organization and Methods," Roads.

"How to Make a Sunday-school Go," Brewer.

"Modern Methods in Sunday-school Work," Mead.

"Three Years with the Children," Wells.

"Grading the Sunday-school," Axtell.

"Practical Primary Plans," Black.

"Kindergarten Stories for the School and for the Home," Craigen.

"Boys on the Street—How to Win Them," Stelzle.

"Blackboard in the Sunday-school," Bailey.

"Spiritual Life in the Sunday-school," Chapman.

"The Model Superintendent," Trumbull.

"Teaching and Teachers," Trumbull.

"The Teacher and the Child," Mark.

"Hints on Child Training," Trumbull.

"The Twentieth-century Sunday-school," Greene.

"How to Build Up an Adult Bible Class," Moninger.

"Training for Service," Moninger.

In this teachers' and workers' library should also be included a missionary library, which should consist of biographies of the great missionary workers, and sketches of missionary heroes of the church to which one belongs.

6. Song-books.—Get the best song-books you can, and get plenty of them. Many a school is crippled in singing through a lack of books.

7. Cabinets.—It is profitable to have fastened to the wall in different parts of the building cabinets, which will contain work done by the pupils in the school, such as scrap-books made by Primary departments, etc.; also curios received from mission fields and Bible lands. The school will take pride in such keepsakes, and will endeavor to secure as many as possible. Articles thus gathered will also often be of much help to the teacher in illustrating and explaining the lesson.

8. Picture Gallery.—It is important to keep members of the school and church in touch with the work which that religious body is doing. One of the many ways to do this is by the picture method. Pictures of missionaries, mission schools, hospitals, native workers, pictures of church buildings in the home land, colleges, educators, preachers, Bible-school classes, teachers, evangelists, secretaries of missionary boards, etc., etc., can be secured at a small expense; in fact, many of these can be clipped from religious journals. These placed on a mat, and neatly framed, can be hung through the halls and rooms of the building, and thus help the pupils to become acquainted with the men and the fields in which they work. This has been tried by many churches and schools, and has proved to be worth the while.

9. The Flag.—It is the work of the Bible school to produce good citizens. You can not have good

citizens without patriotism, and one of the ways to teach patriotism is to keep before the people the national emblem. The flag should be in evidence at every session of the school. Patriotic hymns are also in order, and especially on national holidays, special attention should be called to the flag.

10. Numerous Articles.—The condition of the building, and the size of the school, will in a large measure determine the need of many other articles not mentioned in this chapter. Every school should study its own field, know its needs, and try to supply them. Schools can use electric bells in giving signals to classes; various sorts of pins can be used for securing attendance, attention, home study, offerings, etc. Each school must decide for itself what it wants to do in this line. Don't try to use everything at once. Many a school is burdened with plans and prizes. The lesson quarterlies for teachers, Bible-school papers for teachers, papers and helps for the pupils, birthday banks and boxes, kindergarten and primary material, writing material, record books, class cards and filing cabinets will be needed. All of these can be used more or less by every school. The main thing is to get interested Bible-school people, who will study their own field, and in a large measure find a way to meet the demands of their community. Let us have the best equipment possible; let us grade our school properly, but, above everything else, let us have the right kind of men and women, and the Bible-school problems will be easily solved.

Round Table.

1. What is a graded Bible school?

2. Name the departments of a graded school.

3. What is the advantage of a Home Department?

4. What benefit is to be derived from the Cradle Roll?

5. Is there danger of the Home Department crippling the regular attendance?

6. What is supplemental work, and what are some of the advantages to be derived from it?

7. What is your ideal Sunday-school building?

8. Which is the more important, a general library, or a workers' library, and why?

9. What would you do if the superintendent of your school was opposed to grading?

10. What would you do if your teachers were opposed to grading?

11. How can you keep a school graded?

Blackboard Work

THE BIBLE SCHOOL GRADED.

I. PRIMARY. 0 to 9 years.
- Cradle Roll, 0 to 3 years.
- Beginners, 3 to 6 years.
- Primary, proper. 6 to 9 years.
  - First grade.
  - Second grade.
  - Third grade.

II. JUNIOR. 9 to 12 years.
- First grade.
- Second grade.
- Third grade.

III. INTERMEDIATE. 12 to 16 years.
- First grade.
- Second grade.
- Third grade.
- Fourth grade.

IV. SENIOR. 16 years and above.
- Teacher-training.
- Christian Training.
- Mission Training.
- Advanced Courses.
- Adult Classes.

V. HOME DEPARTMENT. All who can not attend.

CHAPTER VII.

SECURING AND HOLDING ATTENDANCE

In this chapter it is our purpose to deal with methods of securing and holding attendance in the Bible school. Many a school is no larger to-day than it was five years ago; the growth in others is small, while others have doubled and trebled, and some have quadrupled their attendance in this length of time.

Every community has in it individuals who do not attend a Bible school. The burning question with many Bible-school workers is, "How can I secure the attendance of these people in the school?" and every Bible-school worker, who has a fair attendance, is repeatedly asked the question, "How do you do it?" We must have equipment, an organization and good teachers. But these are all of no purpose unless we have pupils to teach.

In studying this chapter, let it be borne in mind that there is no easy road to success. Merely having a plan doesn't mean a large attendance. Plan your work, then work your plan, and work it hard. Wherever you find a successful Bible school, and one whose attendance is large, you may assuredly know that in that school some one is doing hard work. After all, the secret in all church work lies in the willingness to join hands with God, and do the hard, hard things.

I. Have a Good School.

A good school, like a good apple-tree, will draw people to itself, and the best thing in a good school is a good teacher who knows how to teach. With competent teachers, all Bible-school problems will be easily solved. Make the teaching paramount. Every school should be as large as it can be, and as good as it ought to be.

II. The Home Spirit.

Make the school a home, so that every pupil will be proud to say to himself, "This is my Bible-school home." To this end, cultivate sympathy, love, good cheer and helpfulness in the school. Let every member feel that he is one of the Bible-school family.

III. Make the School Attractive.

Keep the building clean. Let the sunlight in. Let there be plenty of fresh air. Make it home-like. In the primary and junior departments, especially, let the rooms be adorned with pictures, and have such pictures, too, as children like. Birds and flowers add much to the attractiveness of these departments. It is not amiss to have pictures of interest, of people and places, hanging on the walls of classrooms and auditorium or of other departments of the school; and remember, above all else, the most attractive feature of any school will be its kind, loving, happy-hearted people. Wear a face worth walking ten blocks to see.

IV. Music.

Let there be music, plenty of it, and the best kind. If at all possible, have an orchestra in the

school. Sing cheering songs, put life into your music; make it a feature, and encourage the children to sing.

V. Be Sociable.

Learn the art of being sociable. Have a Friendly Hand Committee to shake the people into the school, and another to shake them out. Shake hands, shake hands, shake hands. Let it never grow old. People will go where they are made welcome. An Illinois preacher, a bright, brainy fellow, was spending a few weeks in Boston recently, and on Lord's Day, in passing down the street, dropped into a Christian Science temple. He did not believe in Christian Science, and does not believe in it now; but everybody was so friendly, and so many people shook hands with him that it made this stranger in a strange city feel glad he was there. Next Lord's Day the question arose, "Where shall I attend church to-day?" Boston had many pulpit orators who could interest him, and the worship in many of her churches was all that one could desire, but again this preacher found himself making steps toward the Christian Science temple, simply because they shook his hand and made him feel at home. It works in every case. Shake hands with the little folk, the big folk, all the folk.

VI. Let the Leaders Set an Example.

Officers and teachers must be punctual and regular in attendance if they expect the same of the pupil—"Like teacher, like pupil." All members of the church, especially the leaders in the church,

should be interested in the saving of the world. The Bible school is the greatest field in which to work; therefore, if these people are in earnest, they should get into the school and show by their influence that this is the thing worth while. You simply can not expect large numbers of people, either young or old, in this work unless those who have responsibility show their own interest. If parents want their boys and girls to attend Bible school, let the parents set the example. If you want to interest the men of the city in Bible-school work, the men of the church must first become interested.

VII. Keep Your Work Before the Community.

Let the community know that you are engaged in business, and where your stand is. If working for an increased attendance, let the people know it. If you have some good thing that works, tell the people about it. If your school has made great growth, be not ashamed to tell it. If you are saving your pupils for Christ, sound forth the joyful news. The newspaper is a great medium through which to advertise your school, and newspaper men are just as willing to advertise the work of the Bible school as of a prize-fight, if you simply make it worth while, and give them something worth announcing. In Canton, many people have been first attracted to our school by our announcements in the city papers. Many of these have become regular members of the school, and are now active and influential members of the church. One great difficulty with religious insti-

tutions has been that they have been afraid of criticism and have kept from the world knowledge which the world should have had. We have long been saying to the world, "Put religion in your business," and the world has said to us, "Put business in your religion."

VIII. Printed Invitations.

A neat card stating some facts concerning the school or class, bearing an invitation to attend the same, has often been a very successful way of inviting new pupils to the school. Every member of the school should carry such a card to hand to new acquaintances and to friends who are not attending any school; and when the card is extended, couple with it a warm personal invitation. In this way, the card gives one a talking point, and makes it easier to approach the people.

IX. Recognize Your Doublers.

In our school, we have a doublers' list. Every one who brings a new pupil who enrolls in the school is called a doubler. Each Lord's Day, we call for the names of the doublers. Each week these names are printed in the church paper. Thus recognition is given for services rendered. If the school does not publish a paper, it is profitable to hang on the wall a doublers' list. Both young and old will take an interest, and will be glad to add their names to such a list.

X. Parish Paper.

Where it is possible, have a parish paper; it is a great help to the school. We publish one weekly. It is sent into all the church and Bible-

school homes. School announcements, names of the sick, doublers, new pupils, birthday contributors, reports from other schools, things we are going to do—these and many other items of interest can be carried each week to the people, and thus each individual is kept in touch with the plan of the work being done. A parish paper, well edited, will accomplish as much in a church as two or three paid helpers. Anything that will keep the people interested will help to increase and hold the attendance.

XI. Be Helpful.

Let the school be a helping and helpful organization. If an individual is out of employment, if possible secure him a position. If sick or in need, render assistance. Thus the spirit of brotherly love is cultivated, and the individual is tied more tightly to the institution that renders help in the time of need.

XII. Canvass Your Territory.

Divide your territory into sections. Appoint a number of canvassers for each section. Have all districts canvassed, if possible, the same week. Let the canvassers come together at stated times and make reports. This will add enthusiasm and interest to the work. Secure the names of all persons who attend no Bible school, and who are members of no church; also names of ones who are favorable to your school. Leave with those you canvass a neat invitation, containing facts concerning the school. Let the chairman of such committee file these names, and then have your

workers call occasionally, and extend an invitation. On red-letter days, mail an invitation to all such. All will not come, but out of the number canvassed, many will be reached for the school. The results obtained justify the labor and expense; it helps one to know their field, and leaves an impression with the individual called upon that that school is in earnest and is using business methods in doing the Lord's work. Every community has individuals who could be enlisted in Bible-school work, if they were only invited, and many, in fact, nearly all, will not come unless they are invited.

XIII. Block System.

Some schools have tried the plan successfully of dividing their territory into blocks, an overseer being placed in charge of each block. The overseer will watch for new people moving into the block, and will go and have others go to call upon such persons, and extend an invitation to attend their school, if not members elsewhere. It means much to a stranger, on moving to a city, to have a few friendly Christian people come at once to extend the glad hand, and invite them to their church services. The only difficulty in this plan lies in the securing of people who will assume responsibility, and give full attention to their duties. This is a most excellent plan, but, like all plans, it won't succeed unless you work it.

XIV. Hopeful List.

Keep a Bible-school hopeful list. When you hear of any person who is not an attendant at the school, but might be induced to attend, put his

name on the list to be looked after. If this person is a young man, give the name to the members of a young men's class. Have different members of the class call upon him. If one does not land him, send another, then another, then another. By the time eight or ten young men have called upon him on successive days, he will begin to think there is something in that school worth while, and will be induced to attend. The hopeful makes an excellent field in which to place your workers.

XV. Rewards and Prizes.

Many schools condemn the reward and prize plan, claiming that the motive is not good. This may be carried to excess, and in some cases such plans may be harmful. But, if not carried to extremes, and rewards and prizes are given in recognition of work done, it will also in many instances prove a help to the school. The greatest good that comes from it is in helping to form the Sunday-school habit. Many persons will be regular in attendance when there is some reward attached to this regularity, who would otherwise be irregular, careless and indifferent. Especially with children, giving of a Bible-school pin, or a Bible, or some such recognition, will often keep them in the school until the habit is formed; and after forming the Bible-school habit, there is not much danger of losing the pupil. The prize system should not be an end in itself, but only a means to an end. One should be cautious, and not overwork it. Like all other plans, the success of it is largely dependent upon the individuals who work it.

XVI. Set a Standard.

After studying your forces and your field, decide upon what your average attendance can and should be. Set a standard to be reached, call for a certain number of new pupils to be added within a given time. Place these on charts to be hung before the school. Announce each Lord's Day the number of pupils gained, and the average attendance to date. A school will often become very much interested in trying to reach a standard, and will work diligently to that end. Nothing else builds a school but work, and anything that will get the people to work—if honorable—should be given a trial. Do not use slipshod methods, or dishonest methods, to build up an attendance. Always give a square deal.

XVII. Contest.

1. Advantages of a Contest.—Much has been said on the subject of a contest, both pro and con. Whatever harm may come from a contest is not due to the contest *per se*, but is due to the individuals that try to man it. A contest, if properly worked, is a good thing.

(1) *It enlists workers.* Every school has enough latent talent to double its attendance in a year's time, if it could only get that talent to work. A good contest will make workers. When we began the contest idea in our school, many people began to work, and brought in new pupils, who never had been a Bible-school worker before. One man canvassed his territory and secured nearly a trolley-car load of men, women and children to come in

one Lord's Day morning. Some of these were widows with children, whose fares he paid. They became so interested that many of them returned the next Lord's Day, and paid their own fare; kept on coming, and finally united with the church, and to-day are substantial members of the church. The contest simply aroused the man, set him to work, and the results were an increased school and souls saved. A girl who had been somewhat indifferent to Sunday-school work previous to that time went to some of the homes in her community, helped mothers to dress their children for Bible school on Lord's Day morning, then gathered these children together, and escorted them to the school, and saw that they were safely taken home. She did a noble work—just what every Christian should do—but it was the contest that woke her up. Men in shops and stores will talk Bible school on all occasions, if aroused in a contest. In one of our contests, many of the clerks in business houses, who were members of our school, while waiting upon customers would take occasion to inquire if they attended Bible school, and if they did not, they were given a pressing invitation to attend our school. These invitations brought many people. Some of these clerks had never talked Bible school before; some had never even attended before.

(2) *It enlists members of the church who are not members of the school.* Many churches have members who are faithful to the other services of the church and neglect the Bible school and its claims.

Our experience has been that an enthusiastic contest brings these church-members to the school. Many who thought it was impossible to be in the school at nine o'clock on Lord's Day morning, find that it is the easy thing to do, when once begun. Some of the officers and teachers in our Bible school never came near the school until induced to come and help in a contest.

(3) *It advertises the school.* People will talk Bible school in a contest. The more they talk, the more they advertise it. The person to whom they speak speaks to somebody else, and soon everybody knows about that school. They become interested; they want to see what is being done, and how it is being done; they come, and in many cases they remain. If a merchant can get people to talk favorably about his wares, he is satisfied; that is one of the chief points in advertising. It is a good thing; let us apply all good things to the Lord's work.

(4) *It secures regularity of attendance.* When the contest is close, people will not absent themselves from the school, if for no other reason than for the fear of being defeated. In our school we have had many people who have canceled visiting engagements rather than to be absent from the school. One old gentleman started for his train on Lord's Day morning to visit a son in Cleveland, and just before the train pulled in, changed his mind and returned to the school rather than absent himself that day. Others who have been out of the city have hastened home to be here for

Lord's Day morning. In many instances when our Bible-school people have had company over Lord's Day, they have notified their company before coming that if they came they would have to accompany them to the Bible school, for they could not in any case afford to miss. In short, a Bible-school contest is a panacea for Sunday headaches and Sunday visiting.

(5) *It cultivates the Bible-school habit.* We need the habit. Many persons are out of the school today because they have not formed the Bible-school habit. For three or six months an individual may be induced to attend, whose chief motive may be to help his school win. But when the contest is over, and that person has been regular for a given length of time, having been given something to do and having been taught, and beholding the life, enthusiasm and good spirit that prevail in the school, his habit will have been formed, and he will keep on coming. In scores of cases this has been true in our own school.

2. Objections Answered.—(1) *Division in the school.* We are told that a contest creates jealousy and illwill in the school. To avoid this, do not divide the school into sides and one contest against the other, but rather let your school contest with some other school. The best and safest contest will always be the one where a school of one community is contesting against that of another. This unites your school in its work; keeps them all busy, and when busy they will keep sweet. If possible, have the report of attendance of the contest-

ing schools made before the school dismisses. This can be done by telephone or telegraph. If the schools be widely separated so that the reports can not be received at the school hour, let such reports be made at the evening service; it helps to bring the people to church at night.

(2) *Does not always create interest.* Some have had contests in which there was no interest created. This will be the result if the schools are unevenly matched, or if the leaders and the workers in the school are pessimistic, and don't try to work the plan. Contest plans never carry to success, if officers and teachers are in opposition.

(3) *Draws from other schools.* It has been claimed that people become so enthusiastic in contest work that they take scholars from other schools. This is not due to the contest spirit, but to the zeal of the pupil, and such charges may be made against a Bible-school worker whether in a contest or not. Let it be remembered that a contest simply wakens people up; and the wide-awake fellow should be cautioned not to overstep his bounds, and proselyte from other schools. In the majority of cases people leave other schools, not because they are proselyted, but because their schools are slow and pokey. You can not expect to keep a horse in a lot in which there is no grass, when over the fence lies a rich meadow. Proselyting is to be condemned, and it is unfair to lay such a charge at the feet of something which arouses latent talent and stirs people to Christian activity. On the same grounds arguments might

be made that good music, live teachers, splendid buildings and good equipment are unjust, because they may attract one from another school; and yet none would think of condemning a school because it had the best which it is possible to procure.

(4) *Effects upon the school are hurtful.* It has been said by some that a contest brings too many people into the school; that they can not assimilate and organize them, and hence when the contest is over they drop out, and the last condition of their school is worse than the first. The same argument is used against the revival service in the church. The Bible-school contest is practically a Bible-school revival. It is true there are some schools and some churches that should never have a revival. If you expect failure, don't have it; if you are unwilling to work to care for the results, don't have a revival; but if you are willing to organize, get the people to work, let them know they are appreciated, and will keep everlastingly at it; then a Bible-school revival or contest is a good thing. The contest spirit should be the normal spirit of the school. No one should be content not to be reaching out for more people. So long as there is one person in your community who attends no school, your school will have something to reach for. Go after the last man.

XVIII. Care for the Absentees.

The absentee problem was discussed in a chapter on the teacher. Suffice to say that a school can not maintain a worthy attendance and neglect to look after its absentees. Every business house has

a "follow-up" system. One business man wrote to an ex-customer many times, and when asked by a clerk how long he expected to write to that fellow, he replied, "Until I land him." It pays to keep after the absentee until you land him. This can be done by a personal call, telephone message, postal card or letter, or by sending others. It is profitable at the end of each month to call together a number of the Bible-school workers, both men and women, and have the entire number of absentees for the month called upon. Place in this committee's hands a card with the names and addresses of the absentees, also a place for remarks, in which they may note the reason for absence. If possible, let this canvass be made within one or two days, then return all the slips where the superintendent of absentees may look them over, and ascertain just why each one has been absent. People will not mind doing this work if they know that many others are doing the same thing. The advantages of such a canvass are obvious. Where it can be done, the best plan is to call upon the absentee every week he is absent. For a further discussion on the problem of absentees, turn to the chapter on the teacher.

XIX. Keep Everlastingly at It.

When Nehemiah rebuilt the walls about Jerusalem, it was said, "The walls went up, for the people had a mind to work." And when he was tempted to leave his important task and come down to the plains of Ono to fight, he replied, "I am engaged in a great work and can not come down."

If Bible-school workers will have a mind to work and will not come down to quarrel and fight, but simply stick to their God-given task, the walls will go up. Don't look for a snap. There are none. You may think the other fellow has it; he thinks the same of you. Exchange places to-day, and you will want to trade back to-morrow. Stick like a postage stamp, and, like the stamp, you will get somewhere some day. Don't give up. Just keep everlastingly at it.

Round Table.

1. What is a good school?
2. Does a school have to be large in order to be good?
3. Is it possible to do as good work in a large school as in a small one?
4. How would you cultivate the home spirit in the Bible school?
5. Name five features of an attractive school.
6. How would you get everybody to singing in the Bible school?
7. Can sociability be cultivated?
8. Is there danger of overworking the social side of the Bible school?
9. What would you do with members of the official board, and others leaders in church work, who refuse to attend Bible school? How would you interest them?
10. Name three ways to keep the work of your school before your community.
11. What is the value of a printed invitation?

12. Does the danger lie in over or under working?

13. What is the value of having a doublers' list?

14. How can a parish paper help?

15. If a school is too weak to print a paper alone, will it ever be profitable for the schools of the community to combine in such an enterprise, each school having a column in the paper?

16. What are the advantages of a Bible-school canvass?

17. What is the greatest hindrance in the "block system"?

18. Do you favor the "reward and prize system"? If so, why? If not, why?

19. When is a contest dangerous?

20. Which is the more profitable—a contest within a school, or with a school?

21. Upon what does a contest depend?

22. Who is the best to look after absentees?

23. When should a pupil be dropped from the class-roll.

Blackboard Work

BUILDING A SCHOOL.

- Good—Homelike—Attractive.
- Music—Sociability—Example.
- Advertise—Invitation—Doublers.
- Paper—Helpful—Canvass.
- Block—Hopeful—Rewards.
- ADVANTAGES.
  - CONTEST.
  - Workers—Increase.
  - Advertise—Regular attendance.
  - Habit.
- OBJECTIONS.
  - Divisions—No interest.
  - Hurts other schools.
  - Can't care for increase.

CHAPTER VIII.

RED-LETTER DAYS

Red-letter days are special days in the school. They are mountain-top days. They give the school an opportunity of emphasizing special features. They are inspirational. They hold the same relation to the other days of the school as an occasional hill to a level tract of country. Many people who are not regular attendants at the Bible-school service can be induced to attend on a special day. Thus the red-letter day gives the school an extra pull. Many red-letter-day-people have been induced to become regular attendants. Two dangers lie in the path of red-letter days. The first is that not enough be made of any special occasion, and the second is that some have too many special occasions. If too many, they become too common. However, there are some days that should always be observed, and great pains should be taken to make them a success.

I. New Year's Day.

Some schools lay great emphasis on New Year's Day, and keep open house all afternoon and evening. The departments meet at different hours, when a special program is given, light refreshments served, and New Year's greetings exchanged. Generally the Cradle Roll, Beginners, Primary and Juniors hold forth in the afternoon, with Intermediates and Seniors in the evening. This, in many

schools, has proven to be a very happy occasion. Marion Lawrance's school of Toledo makes this one of the great days of the year.

II. Easter.

The Easter service is in many respects the greatest of the year. Easter stands on the edge of spring. In nature it is the resurrection period. The service should be one which will emphasize the resurrection of the Saviour. The house should be beautifully decorated. Flowers, plants, singing birds, inspiring music and children's voices help to make it a day never to be forgotten. It is an excellent time to observe Decision Day. With many schools it becomes the greatest Decision Day of the year. Many others also lay great emphasis this day upon the Easter offering, and make it a time for receiving gifts from the people for benevolences or other worthy causes.

III. Children's Day.

Children's Day is one of the greatest missionary days of the year. A missionary program should be given, and as many children as possible should be permitted to take part. Children's Day boxes or envelopes, if given out weeks preceding, will be returned containing offerings for the mission work. The house on Children's Day should be well decorated, invitations extended to people of the community to be present, and the work of wide-awake evangelism given due prominence. There was a time in our Bible-school work when only women and children attended, but now the Bible school has come to its own, and men are being found on

all sides. It is now the people's school, not the children's only. In raising missionary money on this day, let the opportunity of giving be extended, not to children only, but to every pupil of the school. A program should be rendered by the children, but let the giving be done by everybody.

IV. Patriotic Day.

Many schools make the Lord's Day nearest the Fourth of July, Patriotic Day. A good way of observing this day is to have patriotic music, two or three short patriotic addresses, and patriotic readings. Give to each child a small flag as a souvenir of the occasion.

V. Temperance Day.

By our International system of lesson study, temperance is taught in the Bible school one day in each quarter. To a great many this is a dull day. If, indeed, all we were to do was to teach the text of the lesson, it would become very monotonous. Many schools make of this a very interesting and profitable day. It has been found practical to bring into the school, for different departments, various speakers, who will speak upon various phases of the temperance question. Physicians, lawyers, business men and others can be induced to give an hour to the school occasionally. The songs of the day should be temperance songs. The most effective way of teaching a temperance lesson is by way of illustration. Every pupil in the school should be induced to sign a temperance pledge. These can be secured from the State Sunday-school Association. The names of the pledgers

should be kept in a pledge-book. Many a man has been kept from drink because in childhood's day he signed the pledge. Tracts, leaflets and cartoons on the temperance question can be secured at a little or no cost, and are great teachers when placed in the hands of the children and young people of the school. In teaching temperance, one should not neglect also to lay stress upon the deadly cigarette. It is as demoralizing as drink, and many a boy who would not think of going into a saloon for a drink of liquor can be seen standing on the street puffing at a cigarette.

VI. Rally Day.

Rally Day should come in the early autumn, after the summer vacation period has closed. Many being away for the summer vacation will be induced to return at the time of the autumn rally. Rally Day should be given great advertisement. The entire list of absentees, and all who have been members of the school previously, but who have dropped out through indifference, parents who are not attending Bible school, and others, should be extended invitations to be present that day. Addresses can be given which will set forth the purpose and plans of the school for the coming year. Much attention should be given to the music of the day. It is well occasionally to give Rally Day souvenirs. It has been found profitable to use the door-knob hangers on which an invitation is printed to be present at the school on that day. These should be hung to the door-knobs on Friday night. Another good plan that has worked suc-

cessfully is to place in the hands of the pupils of the school a Rally Day card, which contains an invitation to be present, and is signed by the person promising to attend.

VII. Old Folks' Day.

We observe Old Folks' Day in the early autumn, shortly after Rally Day. An invitation is extended to all the old people of the church and school, and to many other old people who are known to attend no school. Automobiles and carriages are sent after the ones who are too feeble to walk. A carnation is given to each old person as they enter the building. At the close of the lesson study a few short addresses are given, appropriate to the hour. All through the service of the day the old songs are sung. In some instances a number of the old people are given an opportunity of taking part in the talks. It makes a very interesting day for the school, and helps to teach the pupils reverence and respect for the aged. It also makes the old people glad, because they know they are not forgotten.

VIII. Department Days.

One day should be given to each department of the school during the year. This might be known as Department Rally Day. On one day make a special effort for a large adult attendance, another for intermediates, etc. A very happy day in the school and one which is very profitable is Cradle Roll Day. In our school we last year extended an invitation to all the mothers to bring the children of the Cradle Roll Department to the church on a Saturday afternoon, where the Cradle Roll superin-

tendents, kindergarten and primary workers, and some of the other school officers, received them. Here refreshments were served, a musical program was given, and the mothers had a good opportunity of getting acquainted; they also had an excellent chance of showing their babies, and each one went home doubly happy, convinced that her baby was the handsomest of the crowd.

IX. Thanksgiving Day.

In addition to the regular lesson of the day, a Thanksgiving program can easily be arranged, which will be profitable to the school. It is impossible to prescribe a satisfactory program for every school for all of these special days. What may be to the liking of one may not be to another. First, let each school decide to observe the day, and decide it long enough ahead to get ready for the proper observance. Then write to other schools who have had success with such occasions, also to the State superintendent, who is generally posted on the plans of various schools. These will be glad to furnish any information which it is in their power to give. It is wise to announce long before the observance of these days that such a day will be observed, and then a request made to pupils to offer suggestions as to what shall be done on such a day. The pupils will think, ask their friends, and become interested in the coming day. Let a committee receive the suggestions. Knowing the fields, equipment and capability of the people, let them decide what is best. It is not so much a question of how we shall observe the day, as, Do

we want to observe the day, and are we willing to pay the price in service to make the day a success?

X. Christmas.

Christmas affords a most excellent time for cantatas and other programs by the school. These are generally given during the week, or at the Sunday evening service. The Bible-school lesson on the Sunday preceding Christmas should be a Christmas lesson, and the Christmas thought should be duly emphasized. In many schools this is the day when all the pupils expect a treat. We have found this does not emphasize the Christmas idea, nor is it the Christmas spirit. A much better plan is to observe a giving Christmas. For three years the Canton school has followed this plan. In the Senior and Intermediate departments, no treat is given. Every individual in the school, no matter to what department he belongs, is requested to bring to the church something to be given to those in need. They bring all kinds of eatables, clothing, money, toys and books. Some send coal, furniture, bedding, etc., to the homes of the poor. It has come to be a great day with our people. In some schools these gifts are made by classes, the class agreeing upon what they will give; in others each individual brings what is most convenient. In our school, a committee meets the day preceding Christmas, and attends to distributing the articles among the homes of those whose names have been previously received as being in need. It is a day of great rejoicing. Strong men driving the wagons, making the deliveries, come back weeping with joy

as they tell of the hearts made happy where they have been. When a school once begins to observe a giving Christmas, it never desires to leave it. This is emphasizing the true Christmas spirit.

XI. Promotion Day.

Much should be made of Promotion Day. On this day all pupils below the Senior department are promoted from one grade to the next higher. Where supplemental work is used, a card recognizing that the work has been done satisfactorily, should be presented to each pupil. Those passing from one department to another should be given a certificate or diploma. This is the plan that has been adopted by the Canton school and will be put into force this year. In some schools seals are used on these diplomas, different colored seals representing different years. If possible, it is well to bring the entire school together on Promotion Day. A class drill on supplemental work will be interesting, and will demonstrate to visiting friends that the work of the school is genuine and solid. After the cards or diplomas are presented, each class should then move to the room or position it will occupy in the school for the coming year. Where it is at all possible to do so, when the school has a teacher-training class, it is well to have such class graduate on Promotion Day. This adds interest. It may be well, in some cases, to let both morning and evening be given to this service.

XII. School Outing.

In addition to class and department picnics and

socials, every school should have at least one day in the summer in which all departments will come together for a great annual outing. This can be held in a grove or park, or any other suitable place, where the entire school may come for the day. Not only the children, but the adults as well, love such an outing. An old-fashioned picnic dinner, followed by games and sports, is a day long to be remembered.

XIII. Remarks.

Many will ask the question, "How can any one of these days be observed during the Bible-school hour, and at the same time not sacrifice the teaching of the lesson of the day?" In many instances this can be done. In Canton, we very frequently, on red-letter days, omit the morning sermon, and give over the entire morning hour to Bible-school interests, thus giving us plenty of time to observe the day appropriately, and yet not sacrifice the teaching period. Good, hustling, wide-awake committees should always be appointed who will have these days in charge. The superintendent will do well to keep a filing-case or a scrap-book, in which he will place on file methods and plans that he finds have proven successful in other schools. He will thus soon have gathered material which will be very valuable to him in planning for such days. Do not be afraid to use printers' ink in telling about the day you are going to have, and after it is over in telling about the day you did have. The success of these days will be dependent upon the effort you put forth. If it be little effort, you will

have a little day; a big effort, a big day; no effort, no day.

Round Table.

1. Do special days add to or detract from the regular order of the school?
2. Wherein lies the danger of having too many red-letter days?
3. What is the best way of observing a Temperance Day?
4. Is it advisable on some special days to combine the Bible-school and preaching services?
5. What is the best way to observe Christmas?
6. How would you keep in touch with visitors who are in attendance on red-letter days?

Blackboard Work

RED-LETTER DAYS.

New Year's. Easter. Children's. Patriotic. Temperance. Rally. Old Folks'. Department. Thanksgiving. Christmas. Promotion. Outing.

CHAPTER IX.

BIBLE-SCHOOL PROBLEMS

Every Bible school will have its own individual problems to solve. The size of the field, the strength of the forces, and the equipment will, to a great degree, determine the problems to be solved. In this chapter we deal with problems which are common to nearly every school.

I. Securing Competent Officers and Teachers.

Many a school that might be doing high-grade work is to-day struggling for an existence because it has not competent officers and teachers. The problem is how to secure them. The solution of the problem is, "*Make them.*" Men do not step into places of prominence and responsibility, and successfully perform their task, without necessary preparation. The teacher in the public school takes a course of training that he may be equipped for his work. It is incumbent upon the Bible school to give a course of instruction which will equip men and women for holding various offices, and for teaching in the school. A teacher-training class should be organized in every school, where those who have the natural ability and the time to prepare to become teachers may receive such instruction as will fit them for this important service. Many a school has in it individuals who can easily be developed to take their places in the first ranks of the Bible-school work, if they are simply called into service, encouraged, and led to exercise their powers. An Ohio Bible school some years ago felt that there was no man in the church to take the place of the superintendent, who had been removed by death. A young lawyer in that school who had been a regular attendant, but who had done no Bible-school work, was asked to take the place. He had always thought himself unable to do this kind of work, but there was the office, and some one had to fill it. There was a body of people to be led, and some one

must lead them. He accordingly had an interview with the secretary of the Ohio Sunday-school Association. He secured a few up-to-date Bible-school books and studied them; he talked to other Bible-school men; he attended the State Convention that year; he studied the needs of his school, and to-day he is recognized as one of the leading superintendents of Ohio. He did what many a man can do—simply got ready for his task. With a great many people, after all, the question is not so much, "Can I do a thing?" as it is, "Do I want to, and will I?"

II. Teachers' Meeting.

In many schools the teachers' meeting is a problem. "So few attend;" "The meeting is uninteresting;" "There is no night for it;" "Don't have time to attend." These are some of the statements made concerning the teachers' meeting. It ought to be one of the best and liveliest meetings of the week. Here all the teachers and officers of the school should meet to exchange ideas on the lesson, to give and receive instruction, to discuss Bible-school problems, encourage one another, and to plan for the best interest of the school. Many a teachers' meeting is dull because the teaching is dull. Teachers should study their lesson carefully before coming to the teachers' meeting, and when this is done the meeting becomes a sort of clearing-house. Each teacher should have a list of difficult questions on the lesson which he desires to have answered. The teacher of the class should be well informed on

the lesson, and be able to bring out the best there is in the teachers. Every teacher in the class should have a note-book, and use it. Not only should the lesson for the following Lord's Day be taught, but some time should be given to questions of school management, increasing attendance, best methods of teaching, etc., etc. One night in the week should be given to this work, and it is better to have a whole evening for the meeting, and not sandwich it in between meetings, nor have it precede or follow other meetings. At least an hour should be given to this meeting. It is the general verdict of every school that the teachers most regular in attendance at the teachers' meetings are the ones who do the best teaching, and have the largest per cent. of their enrollment present weekly. A record should be kept of the attendance of the teachers at these meetings. Where it can be done, it is best to have department meetings, where the teachers and officers of that department may meet. Hence, should there be ten teachers in the Primary department, the Primary superintendent, or some other competent person, would instruct those ten on the lesson for the following Lord's Day. The same would apply to all other departments of the school. This is an ideal plan.

III. Punctuality.

It adds greatly to the strength and life of the school to have its members present on time. Tardiness is a bad habit. To begin a school with only a few present, then to have people constantly coming in until the lesson is over, is very hurtful in

its effects. All admit this, but how to overcome it is the question. Some schools have introduced a "Point System," in which being on time counts one point. Some have an ornamental card hanging in the vestibule, one side of which bears the words, "On Time;" on the other side the word, "Late." At a stated time the "On Time" is turned to the wall, and all who come after that moment have to face the word "Late." One of the best ways is to keep emphasizing the necessity of promptness, and make the opening exercises as interesting as possible. Use also the "On Time" cards, which are distributed at the door, and collected with the offering.

IV. Behavior.

Many a teacher has been compelled to resign from a class because of the bad behavior of the pupils. Often one boy or girl can break up the entire class. No specific rules can be given that will fit every case of bad conduct. A teacher will need much tact, patience, kindness and firmness. Nearly every boy and girl has a better nature to which you can appeal. The problem is to understand the individual, that we may make the proper appeal. Everybody likes to feel that he is somebody. Children love to feel that their superiors have confidence in them. Many a boy whom you can not drive or scold into the doing of a thing, can be led. One teacher of a class of boys in a California school selected the worst boy in the class to be sergeant at arms, and preserve order in the class. He assumed responsibility, became an

example unto the other boys of the class, and, after throwing out two or three unruly fellows, brought the class up to a model for good behavior. Another teacher spent an evening with an unruly boy, in which he had a heart-to-heart talk, and inspired the boy with the idea that he loved him and had faith in him, with the result that the boy settled down to business and is to-day one of the best boys in the school. In some schools a per cent. is given for conduct, which plan has proven to be a very great help in preserving order. But we may have many plans, and they will all be worthless unless there be in the class a teacher who knows how to teach. The *teacher* must interest.

V. Reaping the Harvest.

It is one thing to secure attendance and give instruction; it is another to lead pupils to a decision for Christ. Some schools have definite decision days. I believe this looks too much like opening the door only occasionally, and keeping it closed the balance of the time. Teachers should constantly be endeavoring to lead their pupils to Christ, and the normal condition of any church should be that each Lord's Day some one is being added to the church. This will be true largely in those churches where an invitation is extended every Lord's Day. It is well, at different times in the year, especially during the season of revival meetings, Easter time or Thanksgiving, and any other time when the field is ripe for the harvest, to make a special effort, which might be called a De-

cision Day. These days should be carefully worked up. It will mean that much personal work be done before the day arrives. The number of days should always be determined by the condition of the field. Reap your harvest when it is ripe.

VI. Messenger Cadets.

The question is often asked, "How would you organize your boys into a messenger cadet corps?" Call together as many boys as you need for the work, ranging from ten to twelve years of age. Appoint a captain over them, who will attend to distributing the work. Give them a cap with the words "Messenger Cadet" upon it, also name of the school; or, if not a cap, give them a badge, that the people may know what school they represent. Don't overwork them. Make the number sufficiently large, that each boy can do his work in a few minutes. He will then not tire of it, and will be prompt in his service. Boys like this work; it ties them to the school, and they become feet and hands to the superintendent. They should be given public recognition occasionally. Let the cadets furnish special selections of music; praise their work in their presence. Have a high standard. If a boy is negligent to duty, put one in his place who will be prompt.

VII. School Spirit.

We have our college spirit, our town and city spirit. Why not a Bible-school spirit? This can be done by making the school so interesting that the pupil will love it. A school button, a school or class flower, school colors, and school salute will help

to promote this spirit; but, best of all, a personal feeling of interest in each one—the spirit of brotherly love and a real desire to be a burden-bearer —will surely create within the pupil a spirit of loyalty to his school.

VIII. The Bible-school Killer.

There are many Bible-school killers in the land. One is the visitor who drops in and desires to say "just a few words," and he would like to have fifteen minutes in which to say them. Don't call on every visitor to make a speech; even for the best of them, when you introduce them, announce the time—whether it will be one, two or five minutes—that will be given them. Have a schedule and follow it. The other fellow who will kill your school is he who would spend three-fourths of the Bible-school hour in arguing. Generally speaking, nobody is entertained but himself. If a man can not take a hint, and hasn't enough common sense to see that he is hurting the school's work, and it comes to the point that the school must be hurt or this member's feelings, save the school and deal as gently as possible with the man

IX. Classrooms.

Many a school is hindered because it has not a room for each class. An auditorium in which several classes meet may be divided into rooms by means of curtains. Wires stretched across the room will not interfere with the acoustic properties. On these curtains may be hung, which may be drawn during the lesson study. While they will not keep out the noise to any great degree, they

will obstruct the view, and thus help to hold the attention of the pupils to their own section of the room.

X. Reaching the Men.

The man problem is an old one, but it is being solved in these days. To reach the men, make your school worthy of men; dignify it; let the teaching be on a high plane; get after the men, and keep after them. When they are absent, go after them again. Call personally; let them know you appreciate them. Organize men's classes; give the men something to do; bring them together occasionally for a social hour. Men like a contest, and in this they will work to increase the attendance. Use printers' ink.

XI. The Boy Problem.

Get the boy while he is in the cradle; put him on the Cradle Roll; when he leaves the Cradle Roll, place him in the regular school; then place a wall of men around him, and he will never depart. But the boy who is not secured so early in life, and who is not an attendant at school, furnishes a problem. Have a teacher who knows boys and loves boys, who can enter into boys' sports, who can sympathize with boys, and believe in boys. Know the boy's home, his likes and dislikes, study his surroundings, give him something to do in the class, invite him to your home. Call the boy by name—don't use nicknames; don't call him "Bub," or "that boy," or "the boy with the red hair," or "the boy next to Jim," but know his name and use it. When a boy needs sympathy,

give it. When he deserves a compliment, don't withhold it. Remember, too, that each boy has his peculiarities. A mother who had raised seven boys was asked to give her method, and she replied, "I had seven methods, one for each boy."

XII. Finance.

In Bible-school work, we should go after the flock, not the fleece. But a good flock will produce the fleece. There are instances where Bible schools have been crippled by overemphasizing the money question. Where this is tactfully handled, a spirit of liberality can be developed, good offerings received, and the people made happy in their work. There should always be a motive in giving. We should emphasize the fact that giving is a part of worship. The pupil in the Bible school should be taught both the duty and pleasure of giving. It is also an expression of our interest in and love for the work. Special days, such as raising missionary and benevolent offerings, etc., will need special giving. Various plans have been devised whereby offerings have been greatly increased on these days. Each missionary society, for which an offering is taken, has studied plans continually. It is safe to consult with them as to methods to be employed. They will gladly furnish any information desired. Many a school desiring a workers' library, maps, blackboards, and other equipment, supporting of an orchestra, etc., have not these things, because of lack of money. It is well to set apart one day in the year, to be known as "Equipment Day." On that day let a special offering be taken,

which, in addition to the offering of the day, can be used to procure such equipment as is needed. With many schools, the support of an orchestra is a problem. We are solving the problem as follows: A dozen of the very best players in the city comprise our orchestra. Two or three times a year the orchestra, with the aid of the choir, gives a concert for which an admission fee is charged. People realize that this is for the good of the school, and patronize it well; the receipts are turned into the Bible-school treasury, and the school assumes the responsibility of paying the orchestra for its Sunday services. The amount received for the concert will equal the amount paid for services. Generally speaking, any one body of people loves to do what some other successful body is doing. It is a good plan to continually hold before the school the liberality of other schools, and in this way "we provoke one another unto good works." In brief, to solve the problem of finance in the school: Have a good school, emphasize at the right time and in the right spirit the necessity of giving. Furnish the school, at least quarterly, an itemized report of receipts and expenditures; show your appreciation for the offerings made; occasionally plan for a large offering, then go after a large offering, and you will get a large offering.

Round Table.

1. How would you make teachers' meetings interesting?

LIBRARY PACIFIC SCHOOL

2. When should teachers' meetings be held—in the beginning or the close of the week?

3. What is the advantage of using a note-book in the teachers' meeting?

4. Give methods that have been successfully used in promoting punctuality.

5. How do you handle the unruly boy?

6. What is the advantage of Decision Day?

7. What is the advantage of having a Messenger Cadet service?

8. How would you develop the spirit of loyalty in your school?

9. What would you do with the Bible-school killer?

10. What is the best plan to reach men?

11. Give five ways of solving the boy problem.

12. How would you develop the spirit of giving in the school?

13. What are the dangers of overemphasizing giving?

14. Where is the greatest danger—in overemphasizing or in underemphasizing giving?

Blackboard Work

BIBLE-SCHOOL PROBLEMS.

Sec. off. and teach.	Sch. spir.
Teach. meet.	Bi. sc. kil.
Punc.	Cl. room.
Behav.	Reach. the men.
Re. the har.	Boy prob.
Mess. cad.	Fin.

CHAPTER X.

THE ADULT BIBLE CLASS

We are in a new era in Bible-school work. Less attention is not being given to the children than formerly, but more attention is being given to the adults. The Bible school used to be looked upon as a children's school. We measured this work from the standpoint of the child. It is still the children's school, and more. An up-to-date Bible school has on its roll individuals from the age of one day to nearly one hundred years. No other department has shown such rapid growth, and has meant so much in these last days, for the building of the church, as the adult department. It is changing our entire plan of Christian work and has caused us to lay emphasis in the right place. It is changing church architecture; preachers are catching a vision and are receiving renewed inspiration for their tasks. They are no longer ashamed to be called "Bible-school Men." The adult department has come to stay. It will be the means of enlarging every other department. When father and mother, and the young men, and the young women, attend Bible school, all the rest will want to come.

I. A Recognized Adult Class.

By a recognized adult class, we mean one that bears a name, and is organized with a teacher, president, vice-president, secretary, treasurer, and three committees: devotional, social and member-

ship, or their equivalents. By sending the names of these officers and committees to your State Sunday-school Association, the class will receive a "Certificate of Recognition," certifying that it is admitted to the great brotherhood of adult organized Bible classes.

II. Why Organize?

A poor organization is better than no organization. We organize to divide responsibility. It gives people something to do. It promotes fellowship, interests more people, and inspires them for better service. The danger lies in simply organizing and not using the organization. Back of the entire organization must be a moving spirit, who will keep in touch with officers and committees, and see that each does his duty.

III. Class Pin.

The pin of the organized adult class is a small pin with a white center in a red circle. These can be procured from any publishing-house, for a penny each. This pin fulfills the same purpose as that of any secret order's pin. It simply introduces you; it shows that you are a Bible-school man. Two men wearing the same pin feel they have common interests. It helps one to become acquainted. Individuals who do not understand it, will ask what it represents; this gives you a point of contact—a talking point, as it were—and helps you to more easily approach an individual on the subject of the Bible school. There are many instances where a man has been induced to engage in Bible-school work by simply having some one

wearing a pin accost him and explain the importance of the work.

IV. Men's Classes.

Most men like the club idea. Many a man can be induced to attend Bible school if he can go into a men's class. Especially is this true of young men. The main thing is to have a teacher who knows how to meet men, and how to teach them. No dry-as-dust person can expect to succeed. He must be wide awake; enthusiastic; have something to say; know when to say it, how to say it and when to quit. It is easy to inspire men in a Bible class to work for an increased attendance. Men will go after men. A contest on reaching a definite aim, has been known to put new life into men, and they who previously thought they could do nothing in church work, have often become the most capable, most resourceful and most successful workers. Every school should have a men's class. The way to start is just to start. Select a teacher, location in the building, interest two or three men, and start them going. Nearly every Bible school where there are strong men's classes can tell an interesting story of their organization and the growth of the class. The answer to the question, "How do you do it?" can be sifted down to this: We wanted it; we went after it; we got it.

V. Woman's Class.

It is not difficult to build a woman's class. Many women prefer to be in a class composed of women. The organization should be the same as that of the men. The advantages that hold in or-

ganizing the men appeal with equal force to the women. Every school should have a class for women.

VI. Mixed Class.

Many of the largest classes in the country are mixed classes. There are those who prefer to be in a mixed class. Husbands and wives often desire to sit together in the Bible school. In organizing a mixed class in the Canton school, we have found it profitable to organize the men and women separately in a class of one thousand enrolled. We have a class president, two vice-presidents, a man for the men, and a woman who presides over the women's gatherings. There are two sets of committees—one for the men, and the other for the women. In this plan we have the advantage of two distinct organizations, so far as work is concerned, but they all sit together for the lesson study. Ofttimes a school will be compelled to do this on account of room. With such a plan it is well sometimes to have a class social where all the class can be brought together; other times, where the men and women can meet separately.

VII. Keeping the Record.

Many have asked how the record is kept in a large class. The success of securing regular attendance depends very much upon keeping a strict record of each individual. In the large class at Canton we found the following plan workable: Each member of the class is numbered. The class meets for lesson study, opening and closing services, in the church auditorium. At each of the

doors opening into the auditorium is a class secretary, to whom each member of the class announces his number as he enters. Another secretary stands in another of the vestibules, with an alphabetical book, where each person may inquire for his number if it has been forgotten. Early in the week two other secretaries meet at the church office and check up the attendance of the class. Each individual's record is kept on a card placed in a filing cabinet, alphabetically arranged. On the card is also the number of the pupil. These are arranged in the filing cabinet in order, so it is not difficult or tedious to mark up the attendance. By this plan no time is wasted in taking the attendance at the school hour. The numbers are simply announced as the pupil passes through the door.

VIII. Care for Absentees.

In a large class one of the problems most difficult of solution is that of the absentee. Many plans have been tried by various classes. We give a few. In many schools a class is divided into tens, with a captain over each ten, who looks after the absentees of his number. Another plan is to divide the city into many sections, each section to be presided over by a chairman who will look after all members of the class in his domain. Another plan, and one we have found to work quite successfully, is to have four large absentee committees for the men of the class, and four for the women. After the attendance is checked up at the first of the week, have the names of absentees drawn off on cards to be distributed among the members of the

committee. Some weeks give the names to one person; some, to another. Ofttimes a committee will receive names and place them in the hands of other individuals to do the calling. The main object is not to send the same person to the absentee each week, but get different people to go. The reasons for this are obvious. These plans are all good. The success attending them will be dependent upon the individuals who work them. None of this is hard work; all people can do these things, *if they will.*

IX. Social Side of the Work.

It must be remembered that no other people in the world are quite so sensitive about sociability as are adults. No one else takes a snub quite so readily as a man or a woman, and they seldom forget it. There are also many backward people in this world; they, too, go to the Bible school. Doctrine is important and should be taught, and many people stand firm for the doctrine of the church. But doctrine, as dear as it may be, is eclipsed in the minds of many people by sociability. Everybody likes to feel that he has a friend. The majority of people, too, while they want to be sociable, don't know how, and expect the other fellow to make the first advances and do nine-tenths of the talking. If he doesn't do it, he isn't sociable. But the complainer never considers himself to be at fault. It is impossible to hold together an adult class without the spirit of sociability. This can be promoted in many ways. There should be a large committee in the class whose chief duty will be to

get people acquainted. Reception committees, door committees and friendly hand committees will have much to do in this direction. Socials at the homes and in the church parlors are a good thing to promote sociability.

X. Keep the Class in Touch with the Entire School.

One of the mistakes that some adult classes make is that they consider themselves as a club independent of the rest of the school. The adult class is a part of the regular school, and should work in harmony and in sympathy with the general plans and aims of the school. There are adult classes which have their own opening and closing services, never meet with the rest of the school, and contribute but a small amount to the expenses of the school, using the most of the money on themselves. This is a mistake. Where it is at all possible to do so, the adult classes should meet with the rest of the school in either the open or closing service, and, better still, in both opening and closing exercises. A few minutes should be given in the class each Lord's Day for the transaction of class business.

XI. Other Attractions.

Other helps to the adult class are

1. A Suitable Place to Meet.—Where it is possible, a classroom is preferable.

2. A Class Motto.

3. A Class Aim.

4. A Watchword.

5. Pictures.—Many classes hang on the walls of

the room pictures of members who have died or moved to other localities, also group pictures of the entire class.

6. Class Stationery.—In some cases class stationery has been used to good advantage.

7. A Class Song.

8. A Class Yell.

9. Class Colors.

10. Athletics.—With young people, tennis clubs and baseball clubs have proven helpful.

11. Class Cards.—Class cards placed in the hands of each member bearing the class name, its watchword, its aim, its motto, etc., also containing an invitation to attend the class, can be used to good advantage.

12. Debating Clubs.—The literary feature should not be neglected.

XII. Do's.

1. Go After Your Vision.—Don't overorganize. Don't do a thing simply because somebody else has done it. What is needed in one class may not be needed in yours, or the conditions for securing certain results in one class may not be, in every detail, the same in your class. Study every plan carefully; study your forces; know your needs and the object to be attained, then take the straightest road to that object, gather all your forces and go after it.

2. Keep the Purpose of the Organized Class in Mind.—Remember it is a Bible class, meeting on the Lord's Day to study the Bible. Don't let organization and the club spirit overshadow the one

great purpose for which the class has met. Have the spirit of worship in the class, teach the Word, lead sinners to Christ, and teach them till they become disciples indeed.

Round Table.

1. Name three advantages of an organized class.
2. Name three advantages of wearing a class pin.
3. Is it advisable to divide a mixed class and organize a men's and women's class if the mixed class is succeeding?
4. Is there danger of keeping too close after the absentees?
5. Name the dangers that arise from overorganizing a class.
6. What would you do if an organized class refused to assemble with the other departments of the school?
7. Is it a good plan for an organized class to have its own opening and closing services?

Blackboard Work

THE ADULT CLASS	A Recognized Adult Class. Why Organize? Class Pin. Men's Classes. Women's Classes. Mixed Classes. Keeping the Record. Care for Absentees. Social Side. Keep in Touch with En. Sc. Other Attractions. Do's.

DRILL QUESTIONS

CHAPTER I.

1. What is the value of a Bible-school vision?
2. What is the greatest field for evangelism?
3. What per cent. of those in the church come from the Bible school?
4. Why does the Bible school afford the greatest field for evangelism?
5. Why is it easier to reach a man from the Bible school than from the world?
6. What is the first great essential in building up a school?

CHAPTER II.

7. Of what should the preacher be minister?
8. If a minister be overseer of the Bible school, what would his duties be?
9. Name five ways by which a minister can prepare for Bible-school work.
10. When should a minister be superintendent?
11. What should be considered in selecting a superintendent—the building of one man or the building up of the entire school?
12. Should the minister ever be teacher?

CHAPTER III.

13. Name eleven characteristics of a good superintendent.

ANSWERS TO DRILL QUESTIONS

CHAPTER I.

1. Inspirational.
2. The Bible school.
3. Seventy-five per cent.
4. The people are brought in contact with the gospel.
5. Because he is being taught, is in touch with the gospel and the church, has friends there, thinks more on the subject of Christianity.
6. Work.

CHAPTER II.

7. All auxiliaries of the church, the greatest of which is the Bible school.
8. To be in touch with every department of the school, and help shape its policies.
9. (1) College and seminary; (2) Sunday-school books and papers; (3) Conventions; (4) Talks with Bible-school men; (5) Work at it.
10. When no one else can do the work as well as he.
11. The good of the school should always be considered.
12. Sometimes.

CHAPTER III.

13. (1) A Christian; (2) A general; (3) Lover of his work; (4) Wide awake; (5) Not noisy; (6)

14. What should a superintendent read?

15. Name two advantages of the superintendent visiting other Bible schools.

16. What are the superintendent's duties in the school?

17. Name six of the superintendent's duties between Lord's Days?

18. When should the superintendent teach in the teachers' meeting?

19. How can a superintendent best encourage his workers?

20. Who is the superintendent's right-hand man?

21. Should the superintendent attend teachers' meeting if another does the teaching?

CHAPTER IV.

22. What is the duty of an assistant superintendent?

23. What is the duty of a department superintendent?

24. What is the duty of the Sunday-school principal?

25. What should be included in the secretary's report?

26. What result is secured by having an enrolling secretary?

27. What is the duty of the guest secretary?

28. What is the advantage of having a workers' library?

29. What is the duty of the friendly hand committee?

Not a conspicuous leader; (7) In sympathy with all church work; (8) An inspiration; (9) Meek; (10) Optimistic; (11) Keep in touch with the Sunday-school world.

14. Bible, Sunday-school books and journals, and his church paper.

15. It increases his vision, and gives him new methods.

16. To be present and keep all the wheels moving.

17. (1) Teachers' meeting; (2) Cabinet meeting; (3) Prayer-meeting; (4) Calling on the sick and absentees; (5) Planning his work; (6) Dictating work for others.

18. When no one else can do it better.

19. By commending their work.

20. The minister.

21. He should.

CHAPTER IV.

22. To assist the superintendent.

23. To superintend the department.

24. To inspect the teaching.

25. The things of most importance to the school, such as attendance, offering, birthday offering, new pupils, weather conditions, attendance one year ago, and any other items on which the school is laying special emphasis.

26. It keeps the school graded.

27. To register the visitors.

28. To instruct and inspire the workers.

29. To make everybody welcome.

30. How can every Sunday-school have a friendly hand committee?

31. Are ushers necessary in the Bible-school service?

32. Is it worth while to give much attention to Bible-school music?

33. Name two advantages in having Sunday-school cadets?

CHAPTER V.

34. Name eight characteristics of a good teacher.

35. What is the final test of a teacher?

36. Name four requirements of a teacher in the class.

37. Name four ways by which a teacher can look after the absentees.

38. Name two advantages of a class social.

39. How can a teacher befriend a pupil?

CHAPTER VI.

40. What is a graded Bible school?

41. Name the seven departments of a graded Bible school.

42. For whom is the Home Department intended?

43. Why have the Cradle Roll?

44. What ages should belong to the Beginners?

30. Appoint it.

31. Sure.

32. Great importance should be attached to the Bible-school music.

33. They are feet and hands to the school.

CHAPTER V.

34. (1) Christian; (2) Loyal to church; (3) An example; (4) Willing to teach; (5) Love for pupils; (6) Interested; (7) Desire to save souls; (8) Prayerful.

35. How many he has won to Christ and trained in Christian service.

36. (1) Present on time; (2) Careful of appearance; (3) Kind; (4) There to teach.

37. (1) Personal calls; (2) Mail; (3) Telephone; (4) Class organization.

38. Cultivates the social side, and helps members to become acquainted.

39. Remembering them in adversity and prosperity, be interested in their material as well as spiritual welfare.

CHAPTER VI.

40. One where the lesson and teacher are fitted to the individual.

41. Cradle Roll, Beginners, Primary, Junior, Intermediate, Adult and Home.

42. For those who do not attend Bible school.

43. To keep the babes in line for the Bible school, until they are old enough to attend; and to interest parents.

44. Three to six.

45. What ages to the Primary?

46. What ages to the Junior?

47. What ages to the Intermediate?

48. What is supplemental work?

49. Which means the most to the school—good equipment, or capable people?

50. What should always be kept in mind in erecting a church building?

51. What is the advantage of each one having a Bible in the school?

52. Name three advantages in having a workers' library.

53. Name three ways of teaching patriotism in the Bible school.

CHAPTER VII.

54. Who is the most essential to a good school?

55. Name three ways of making a school attractive.

56. What is one great advantage of an orchestra?

57. What is the best way to promote sociability?

58. Whose example counts for most in the school?

59. Name three ways of keeping the work of your school before the community.

60. What two things should a general printed invitation contain?

61. Who is a doubler?

62. How recognize him?

63. What are the advantages of a parish paper?

45. Six to nine.

46. Nine to twelve.

47. Twelve to sixteen.

48. Definite work for each year in which fundamentals are taught.

49. Capable people.

50. Bible-school interests.

51. They learn how to use the Bible.

52. (1) Instructs; (2) Inspires; (3) Gives a vision.

53. (1) Keep the flag before the school; (2) Patriotic songs; (3) Occasional patriotic addresses.

CHAPTER VII.

54. Teacher.

55. (1) Keep it clean; (2) Adorn it; (3) Fill it with pleasant people.

56. Enlivens the school.

57. Let the leaders be sociable; it is contagious.

58. The leaders'.

59. (1) Announce your work in the local paper; (2) Put up bulletin boards; (3) Talk about it.

60. Facts concerning the school, and an invitation to attend.

61. One who brings a new pupil.

62. Announce his name.

63. Keeps the school in touch with the work, and aids in giving recognition for individual work done.

64. What is the advantage of a community canvass?

65. On what does the success of the "block system" depend?

66. What is the advantage of a good hopeful list?

67. What is the benefit of having a standard to reach?

68. Name five advantages of a contest.

69. What are the legitimate objections to a good contest?

70. Who is the best person to look after the absentees?

71. Name three great advantages in looking after the absentees.

72. When is it time to quit looking for new pupils?

CHAPTER VIII.

73. What is the value of a red-letter day?

74. Name twelve red-letter days that should be observed in every school.

75. How should Christmas be observed?

CHAPTER IX.

76. How have competent officers and teachers in the school?

77. When should teachers' meeting be held?

78. What is the advantage of department teachers' meeting?

79. Name four ways of increasing punctuality.

80. What three things are necessary in dealing with an unruly boy?

64. Helps you to know your field.

65. On the faithfulness of the overseer.

66. Something definite to work for.

67. To give you an ideal towards which to work.

68. (1) Develops forces; (2) Increases attendance; (3) Advertises the school; (4) Secures regularity; (5) Cultivates Sunday-school habit.

69. None.

70. Teacher.

71. (1) Keeps in touch; (2) Rectifies mistakes; (3) Holds the pupil to the school.

72. When everybody is in the school.

CHAPTER VIII.

73. It breaks monotony, and is inspirational.

74. (1) New Year's; (2) Easter; (3) Children's Day; (4) Patriotic; (5) Temperance; (6) Rally; (7) Old Folks'; (8) Department; (9) Thanksgiving; (10) Christmas; (11) Promotion; (12) Outing.

75. By giving.

CHAPTER IX.

76. Train them.

77. Early in the week.

78. They can better specialize on their work.

79. (1) Emphasize it; (2) Make the opening exercises interesting; (3) Use "On Time" cards; (4) Give recognition for punctuality.

80. (1) Know the boy; (2) Be patient; (3) Appeal to his better nature.

81. When should the harvest be reaped?

82. What should be the age of messenger cadets?

83. What is the advantage of the school spirit?

84. Name two Bible-school killers.

85. Name three ways by which men can be reached for Bible school.

86. What is the best age to reach the boy?

87. How can we keep boys in the school?

CHAPTER X.

88. Name five officers and three committees necessary for a class to receive an International "Certificate of Recognition."

89. What are three of the advantages of being organized?

90. How should one determine how many officers and committees to have in a class?

91. What is the most difficult part of caring for absentees?

92. Should an adult class be regarded as an organization independent of the rest of the school?

93. Name three of the dangers liable to arise in an adult class?

81. When it is ripe.

82. Ten to twelve.

83. Loyalty.

84. The long talker and the arguer.

85. (1) Go after them; (2) Make the school worthy of men; (3) Keep constantly in touch with them.

86. The first week in the cradle.

87. Build a wall of men around them.

CHAPTER X.

88. Teacher, President, Vice-President, Secretary, Treasurer, membership, social and devotional committees.

89. (1) It distributes responsibility; (2) Creates interest; (3) Develops workers.

90. The need should determine this. Have as many officers and committees as are required to do the work.

91. To have workers who will do the work.

92. It should not.

93. Overorganization; attempting to do something simply because somebody else has done it; overlooking the main purpose for which the class was organized.

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